

## Physical Education TEKS Review Work Group C 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, Movement Patterns/Movement Skills Strand

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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 patterns/movement skills strand. This document reflects the recommendations for kindergarten–grade 5. 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

WGC—student expectation from the current TEKS that Work Group C has recommended to add to the strand

Physical Education TEKS Review Work Group C Recommendations

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Strand: Movement Patterns/Movement Skills								
Substrand: Locomotor Skills								
Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	<p><u>The physically literate student demonstrates competency in a variety of movement skills and patterns.</u></p> <p><del>The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms</del></p>						Clarification-Outcome statement for KS.
Hopping, galloping, running, sliding, skipping and leaping	(A)	<p><del>K.1.A. Travel in different ways in a large group without bumping into others or falling</del></p> <p><u>Performs locomotor skills (hopping, galloping, running, sliding, skipping) while maintaining balance.</u></p>				<u>Uses various locomotor skills in a variety of activities.</u>	<u>demonstrates mature patterns of locomotor skills in a variety of dynamic activities.</u>	Resource: National Grade Level Outcomes for K-12 Physical Education- (SHAPE) 2013  VA-information moved or deleted to increase vertical alignment between grade levels.
	(B)		<p><del>Demonstrate mature form in hopping, jumping, skipping, leaping, galloping and sliding</del></p> <p><u>Hops, gallops, and slides using a mature pattern.</u></p>			<u>Applies running for distance</u>	<u>apply appropriate pacing for a variety of running distances</u>	VA
	(C)		<del>1.1.C. demonstrate control in balancing and traveling activities</del>		<del>3.1.C. demonstrate mature form in jogging, running, and leaping;</del>			VA

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Topics	KS/SE	K	1	2	3	4	5	Comments
					<u>Leaps using a mature pattern</u>			
	(D)			<del>2.1.D. demonstrate mature form in walking, skipping and running</del> <u>Skips and runs using a mature pattern.</u>	<u>Demonstrate the difference between jogging, running and sprinting.</u>			VA

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Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	<p><u>The physically literate student demonstrates competency in a variety of movement skills and patterns.</u></p> <p><del>The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms</del></p>						Clarification-Outcome statement for KS.
Jumping and landing	(A)	<u>Performs jumping and landing actions with balance.</u>	<u>Demonstrates 2 of the 5 critical elements for jumping and landing in a horizontal and vertical plane using two-foot takeoffs and landings.</u>	<u>Demonstrates 4 of the 5 critical elements for jumping and landing in a horizontal and vertical plane using two-foot takeoffs and landings.</u>	<u>Jumps and lands in the horizontal and vertical planes using a mature pattern.</u>			<p>Note: These outcomes apply to both horizontal and vertical jumping and landing.</p> <p>TEKS Resource- List 5 critical elements for Jumping and Landing on horizontal and vertical plane.</p> <p>VA</p>
	(B)					<p><del>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</del></p> <p><u>Applies jumping and landing patterns with locomotor and manipulative skill in a variety of activities.</u></p>	<p><del>5.1.K. demonstrate body control in jumping and landing such as land on feet, bend knees, and absorb force</del></p> <p><u>Combines jumping and landing patterns with locomotor and manipulative skill in a variety activities or games environments</u></p>	VA

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Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	<p><u>The physically literate student demonstrates competency in a variety of movement skills and patterns.</u></p> <p><del>The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms</del></p>						Clarification-Outcome statement for KS.
Combinations of locomotor and manipulatives	(A)				<p><del>3.1.B. demonstrate proper form and smooth transitions during combinations of fundamental locomotor and body control skills such as running and jumping safely in dynamic situation</del></p>			Combinations with manipulatives are addressed in three places. To stream-line the work group recommends addressing combinations of locomotor and non-locomotor skills with manipulatives in the manipulatives substrand.
	(B)							

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Substrand: Locomotor skills								
Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	<p><u>The physically literate student applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</u></p> <p><del>The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms</del></p>						Clarification-Outcome statement for KS.
Speed and force	(A)	<p><u>Travels in general space with different speeds.</u></p>	<p><u>Differentiates between fast and slow speeds.</u></p> <p><u>Differentiates between strong and light force.</u></p>	<p><u>Varies movement concepts (direction, levels, force, time) with skills as directed by the teacher.</u></p>	<p><u>Combines movement concepts (direction, levels, force, time) with skills as directed by the teacher.</u></p>	<p><u>Applies the movement concepts of speed, endurance and pacing in a variety of activities.</u></p> <p><u>Applies the concepts of direction and force such as striking an object toward a target.</u></p>		VA-No TEK identified
	(B)						<p><del>5.1.C. demonstrate attention to form, power, accuracy, and follow-through in performing movement skills</del></p> <p><u>Analyzes movement situations and applies movement concepts (e.g., force, direction, speed, pathways, extensions) in a variety of activities or games environments.</u></p>	

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Strand: Movement Patterns/Movement Skills								
Substrand: Non-locomotor skills (balance)								
Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	<p><u>The physically literate student applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</u></p> <p><del>The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms</del></p>						Clarification-Outcome statement for KS.
Balance and weight transfer	(B)		1.2.B. demonstrate a base of support and explain how it affects balance					
	(C)		WG C: 1.1.C. demonstrate control in balancing and traveling activities					1.1.C. – was not included in Group A recommendations and is appropriate for strand.
	(D)	K.1.D. maintain balance while bearing weight on a variety of body parts	<del>1.1.D. demonstrate the ability to work with a partner such as leading and following</del>		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. <u>applies demonstrate</u> controlled balance on a variety of objects <del>such as balance board, stilts, scooters, and skates</del>	1.1.D.- doesn't apply in this strand. 4.1.G.- was not included in Group A recommendations and is appropriate for strand. 5.1.D.- increases rigor as allows for student decision making
	(E)			2.1.E. demonstrate balance <u>with a partner in symmetrical and non-symmetrical shapes from different using various</u> bases of support;				2.1.E.- e.g. body positions/shapes and/or equipment.

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Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	<p><u>The physically literate student applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</u></p> <p><del>The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms</del></p>						Clarification-Outcome statement for KS.
Bending, stretching, twisting, and curling	(A)			<p><u>Demonstrates differences among twisting, curling, bending and stretching exercises.</u></p>		<p><u>Applies twisting, curling, bending and stretching in balancing activities.</u></p>	<p><u>Performs twisting, curling, bending and stretching in variety activities or games environments.</u></p>	Created due to grade level gap.
	(C)	<p>K.1.C Demonstrates non-locomotor (<del>axial</del>) movements <del>such as bend and stretch.</del></p> <p><del>K.3.C. Participate in appropriate exercises for flexibility in shoulders, legs and trunk</del></p>	<p><del>1.1.C. demonstrate control in balancing and traveling activities;</del></p> <p><u>Demonstrates twisting, curling, bending and stretching exercises.</u></p>		<p><del>3.3.C. participate in appropriate exercises for developing flexibility</del></p> <p><u>Combines twisting, curling, bending and stretching in balancing activities.</u></p>			<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>



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Substrand: Non-locomotor skills (balance)								
Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	<p><u>The physically literate student applies knowledge of concepts, principles, strategies and tactics related to movement and performance.</u></p> <p><del>The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms</del></p>						Clarification-Outcome statement for KS.
Combinations of non-locomotor and manipulatives	(A)						<p><del>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</del></p>	TEKs Guide Resource- such as bean bags, exercise bands, balls, hula hoops, scarves, stability ball  5.2A- doesn't belong in strand.
	(B)						<p><del>5.1.B. demonstrate smooth combinations of fundamental locomotor skills such as running and dodging and hop-step-jump</del></p>	5.1 B- doesn't belong in strand.
	(C)			<p>2.1.C. combine shapes, levels, and pathways into simple sequences</p>		<p>4.1.C. combine shapes, levels, pathways, and locomotor patterns smoothly into repeatable sequences;</p>		New SE's added to fill gaps in strand and 5 <sup>th</sup> grade SE to align closely with 6 <sup>th</sup> grade strand.

Physical Education TEKS Review Work Group C Recommendations

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Strand: Movement Patterns/Movement Skills								
Substrand: Rhythm and dance								
Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	Movement. The <u>physically literate</u> student demonstrates competency in <u>a variety of motor skills</u> and <del>fundamental</del> movement patterns <del>and proficiency</del> <del>in a few specialized movement forms.</del>						WG C recommends combining topics of patterns, beat, tempo, and rhythm because they are taught together.
Patterns, <u>beat</u> , <u>tempo</u> , and <u>rhythm</u>	(A)	<u>Move in personal space to a rhythm. (S2.E1.Kb)</u>	<u>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)</u>	<u>2.1.J. demonstrate the ability to mirror a partner; Combine locomotor skills in general space to a rhythm. (S2.E1.2)</u> <u>Performs a teacher and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)</u>	<u>Perform a teacher and/or student-designed rhythmic activity with correct response to simple rhythms. (S1.E5.2)</u>	<u>Perform a teacher and/or student-designed rhythmic activity with appropriate dance steps and movement patterns.</u>	<u>Create a rhythmic activity with appropriate dance steps and movement patterns.</u>	Rationale – from national standards and an essential skill  1.1.D and 2.1.J moved to mirroring/following/leading
	(B)		<del>1.1.E. clap in time to a simple rhythmic beat;</del>	<del>2.1.K. walk in time to a 4/4 underlying beat;</del>	<del>3.1.H. clap echoes in a variety of one measure rhythmical patterns;</del>			Rationale-Covered in terminology of new SEs.

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Topics	KS/ SE	K	1	2	3	4	5	Comments
Beat/tempo/rhythm	(C)							

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Substrand: Rhythm and dance								
Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	Movement. The <u>physically literate</u> student demonstrates competency in <u>a variety of motor skills</u> and <del>fundamental</del> movement patterns <del>and proficiency</del> <del>in a few specialized movement forms.</del>						
Mirroring/following/leading	(A)	<u>demonstrate the ability to mirror or follow teacher movement.</u>	<del>1.1.F. create and imitate movement in response to selected rhythms;</del> <u>1.1.D. demonstrate the ability to work with a partner such as leading and following;</u>	<del>2.1.L. perform rhythmical sequences such as simple folk, creative, and ribbon routines;</del> <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; and</u>	<del>4.1.H. create a movement sequence with a beginning, middle, and end;</del> <del>4.1.I. perform basic folk dance steps with a partner such as grapevine, schottische, and step together step</del>	5.1.I. perform selected <u>advanced</u> folk dances <u>with a partner;</u> <del>5.1.H. demonstrate the ability to contrast a partner's movement;</del>	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.

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Substrand: Rhythm and dance								
Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	Movement. The <u>physically literate</u> student demonstrates competency in <u>a variety of motor skills</u> and <del>fundamental</del> movement patterns <del>and proficiency</del> <del>in a few specialized movement forms.</del>						
Combinations	(A)	<p><del>K.1.A. travel in different ways in a large group without bumping into others or falling;</del></p> <p><u>performs locomotor skills in response to teacher-led creative dance.</u></p>	<p><del>1.1.A. demonstrate an awareness of personal and general space while moving at different directions and levels such as high, medium, and low;</del></p> <p><u>combines locomotor and non-locomotor skills in a teacher-designed dance.</u></p>	<p><del>2.1.A. travel independently in a large group while safely and quickly changing speed and direction;</del></p> <p><u>2.1.L. perform rhythmical sequences such as simple folk, creative, and ribbon routines;</u></p>	<p><u>3.1.I. demonstrate various step patterns and combinations of movement in repeatable sequences with a partner;</u></p>	<p><u>4.1.H. create a movement sequence with a beginning, middle, and end;</u></p>	<p><u>Create and teach a movement sequence</u></p>	2.1.L and 4.1.H moved from mirroring/following/leading

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Substrand: Spatial/body awareness								
Topics	KS/SE	K	1	2	3	4	5	Comments
	KS							
Space	(A)	<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 <u>levels such as high, medium, and low</u>	<del>2.1.A. travel independently in a large group while safely and quickly changing speed and direction</del> <u>demonstrates locomotor skills safely in general space</u>	3.1.A. travel in <del>forward, sideways, and backwards</del> <u>a variety of speeds and directions</u> and <del>change direction quickly and</del> <u>safely in dynamic activities situations</u>	<del>4.1.A. demonstrate changes in speed during straight, curved, and zig-zag pathways in dynamic situations</del> <u>Applies the concept of open spaces to combination skills in dynamic activities</u>	5.1.A. <del>demonstrate</del> <u>applies appropriate use of levels space in game environments or dynamic movement situations activities such as jumping high for a rebound and bending knees and lowering center of gravity when guarding an opponent</u>	2.1.A. – repetitive, no advancement in 2 <sup>nd</sup> grade 4.1.A. – no advancement in SE. Doesn't belong in space topic. Grade 2 and 4 SE came from National Standards

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Substrand: Spatial/body awareness								
Topics	KS/SE	K	1	2	3	4	5	Comments
	KS							
Pathways, shapes, and levels	(A)	<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 pathways and levels such as high, medium, and low</u>	<del>2.1.A. travel independently in a large group while safely and quickly changing speed and direction</del>  <u>2.1.C. combine shapes, levels, and pathways into simple sequences</u>	<del>4.1.C. combine shapes, levels, and pathways into repeatable sequences and locomotor patterns smoothly into repeatable sequences;</del>	<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 <sup>rd</sup> grade SE -taken from 4.1.C
	(B)	<u>K.1.B. demonstrate clear contrasts between slow and fast movement when traveling</u>				<u>4.2.B. identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills;</u>		K.1.B. appropriate in Speed topic  4.2.B. not aligned, moved to Combination topic

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Topics	KS/SE	K	1	2	3	4	5	Comments
	KS							
Speed, direction, and force	(B)	<u>K.1.B. demonstrate travels at different speeds and directions</u> <del>clear-contrasts between slow and fast movement when traveling</del>	<u>demonstrates differences in speed, direction, and force</u>	<u>varies speed, direction, and force with gradual increases and decreases</u>	<u>combines speed, direction, and force, with skills as directed by the teacher</u>	<u>applies speed and direction in pacing for running</u>	<u>applies speed, direction, and force to strategy in game situations.</u>	Grades 1-5 are from the National Standards
	(C)			<u>2.1.C. combine shapes, levels, and pathways into simple sequences;</u>				2.1.C. Moved to Pathways, Shapes, and Levels Topic to align.
	(F)	<u>K.1.F. demonstrate a variety of directional relationships such as under, over, behind, next to, through, right, left, up, down, forward, backward, and in front of;</u>	<u>demonstrates differences in a variety of directional relationships</u>	<u>2.1.F. demonstrate a variety of directional relationships in dynamic activities movement situations such as under, over, behind, next to, through, right, left, up, or down;</u>				K.1.F. Making clear and concise  Grade 1 came from National Standards  2.1.F. aligned with speed, direction, and force.



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	(G)	K.1.G. roll sideways (right or left) without hesitating; and						
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Topics	KS/SE	K	1	2	3	4	5	Comments
	KS							
Combinations	(B)					<u>4.2.B. identify ways movement concepts such as time, space, effort, and relationships can be used to refine movement skills;</u>	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
	(C)	<u>Rolls sideways in a narrow body shape</u>	<u>Rolls with either a narrow or curled body shape</u>	<u>Rolls in different directions with either a narrow or curled body shape.</u>				Kindergarten-Grade 2 are from the National Standards
	(H)		<u>1.1.H. demonstrate on cue key elements in overhand throw, underhand throw, and catch.</u>					1.1.H. – repeated SE, more appropriate in Throwing topic
	(J)				<u>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.</u>			2.1.N., 3.1.J., 4.1.K., 5.1.K.– overuse and more appropriate in Manipulative topic areas.

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Substrand: Spatial/body awareness								
Topics	KS/SE	K	1	2	3	4	5	Comments
	(K)					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	
	(N)			2.1.N. demonstrate on cue key elements of hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand.				

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Substrand: Manipulative skills								
Topics	KS/SE	K	1	2	3	4	5	Comments
	KS	The physically literate individual applies movement concepts and principles to the learning and development of Manipulative skills.						
Throwing <u>and</u> <u>catching</u>	(A)		WG C: 1.2.A. <u>demonstrate</u> <del>recognize</del> that motor skill development requires correct practice; and	WG C: 2.2.A. <u>demonstrate</u> <del>recognize</del> that attention to the feeling of movement is important in motor skill development; and	WG C: 3.2.B. <del>know</del> <u>that discuss how</u> practice, attention and effort are required to improve skills.	WG C: 4.2.A. identify similar movement elements in sports skills <del>such as</del> <u>underhand throwing and underhand volleyball serving;</u>	WG C: 5.2.A. identify common phases such as preparation, movement, follow through, or recovery in <u>sports skills a variety of movement skills such as tennis serve, handstand, and free throw;</u>	Combined both Topics, throwing and catching because the SE are very similar.  Students understanding the development of motor skills requires practice is essential. May be a better place to address the skill and review/revision of the verbs.
	(B)							
	(H)	K.1.H. <u>self</u> -toss a ball and catch it before it bounces twice.	1.1.H. demonstrate on cue, key elements in overhand throw, underhand throw, and catch.					
	(J)				3.1.J. demonstrate key elements in <del>manipulative skills</del> <u>such as underhand throwing, overhand</u>			

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Substrand: Manipulative skills								
Topics	KS/SE	K	1	2	3	4	5	Comments
					throw, and catching, and kick such as position your side to the target			
	(K)					4.1.K. demonstrate key elements in <u>throwing and catching in dynamic activities manipulative skills such as volleying, hand dribble, foot dribble, punt, and striking with body part, racquet, or bat.</u>	5.1.K. demonstrate competence in <u>throwing and catching manipulative skills</u> 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.	Addressing 4.1.B. in revised 4.1.K.
	(N)			2.1.N. demonstrate on cue, key elements of <u>hand dribble, foot dribble, overhand throw, underhand throw, and catch; kick and strike such as striking balloon or ball with hand,</u>				

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Topics	KS/SE	K	1	2	3	4	5	Comments
	KS							
Dribbling	(A)	<p><u>Dribbles a ball with one hand, attempting the second contact.</u></p> <p><u>Taps a ball using the inside of the foot, sending it forward.</u></p>	<p><u>Dribbles continuously in self-space using the preferred hand.</u></p> <p><u>Taps or dribbles a ball using the inside of the foot while walking in general space.</u></p>	<p>2.1.N. demonstrate on cue, key elements of hand dribble, <del>and</del> foot dribble, <del>kick and strike such as striking balloon or ball with hand,</del></p>	<p>3.1.J. demonstrate key elements in <u>hand dribbling and foot dribbling manipulative skills such as underhand throw, overhand throw, catch, and kick such as position your side to the target.</u></p>	<p>4.1.K. demonstrate key elements in <u>hand dribble dribbling and foot dribble dribbling in dynamic activities manipulative skills such as volleying, hand dribble, foot dribble, punt, and striking with body part, racquet, or bat.</u></p>	<p>5.1.K. demonstrate competence in <u>hand dribbling and foot dribbling manipulative skills</u> in dynamic activities situations such as <u>overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball.</u></p>	<p>If no SE#, it is a national standard and we do not have one. We need to close gaps.</p>
Kicking	(B)	<p><u>Kicks a stationary ball from a stationary position,</u></p>	<p><u>Approaches a stationary or rolling ball and kicks it forward,</u></p>	<p>2.1.N. demonstrate on cue, key elements of <del>hand dribble, foot dribble, kicking and strike such as striking balloon or ball with hand,</del></p>	<p>3.1.J. demonstrate key elements in <u>kicking manipulative skills such as underhand throw, overhand throw, catch, and kick such as position your side to the target.</u></p>	<p>4.1.K. demonstrate key elements in <u>kicking 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.</u></p>	<p>5.1.K. demonstrate competence in <u>kicking manipulative skills</u> in dynamic activities situations such as <u>overhand throw, catch, shooting, hand dribble, foot dribble, kick, and striking activities such as hitting a softball.</u></p>	<p>If no SE#, it is a national standard and we do not have one. We need to close gaps.</p>

Physical Education TEKS Review Work Group C Recommendations

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

Strand: Movement Patterns/Movement Skills								
Substrand: Manipulative skills								
Topics	KS/SE	K	1	2	3	4	5	Comments
Volleying	(C)	<u>Volleys a lightweight object to self.</u>	<u>Volleys a lightweight object to self and others</u>	2.1.N. demonstrate on cue, key elements of <u>volleying hand-dribble, foot dribble, kick and strike such as striking balloon or ball with hand,</u>	3.1.J. demonstrate key elements in <u>volleying manipulative skills such as underhand throw, overhand throw, catch, and kick such as position your side to the target.</u>	4.1.K. demonstrate key elements in <u>volleying 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.</u>	5.1.K. demonstrate competence in <u>volleying 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>	If no SE# it is a national standard recommendation. We need to close gaps.
Striking	(D)	<u>Strikes a lightweight object with a short-handled implement</u>	<del>1.1G jump a long rope; and</del> <u>Strikes an object with a short-handled implement towards a target.</u>	2.1.N. demonstrate on cue, key elements of <u>striking an object with a short-handled implement hand dribble, foot dribble, kick and strike such as striking balloon or ball with hand,</u>	3.1.J. demonstrate key elements in <u>striking an object with an implement manipulative skills such as underhand throw, overhand throw, catch, and kick such as position your side to the target.</u>	4.1.K. demonstrate key elements in <u>striking an object with an implement 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.</u>	5.1.K. demonstrate competence in <u>striking an object with an implement 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>	If there is no SE#, this is a national standard. We need to close gaps.  Confusion: not jump roping. If no SE# this is a national standard. Helps fill gaps.

Physical Education TEKS Review Work Group C Recommendations

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Strand: Movement Patterns/Movement Skills								
Substrand: Manipulative skills								
Topics	KS/SE	K	1	2	3	4	5	Comments
	(E)					<del>4.1.J. travel into and out of a rope turned by other without hesitating;</del>	<del>5.1.J. jump a rope using various rhythms and foot patterns repeatedly.</del>	Striking not jump rope.
	(F)			<del>2.1.M. jump a self-turned rope repeatedly; and</del> Strikes an object upward with a short-handled implement, using consecutive hits.				Confusion: not jump roping. If no TEK# this is a national standard.
Jumping rope	(G)	<u>Jumps with a self-turned rope</u> <u>Turns a long rope</u>	<del>1.1.G. jump-Turn a long rope consecutively for a jumper; and</del> <u>Jumps consecutively with a self-turned rope.</u>	<del>2.1.M. jump a self-turned rope repeatedly; and</del> <u>Jumps consecutively with a self-turned rope using a variety of jumps.</u> <u>Able to turn and jump a long rope.</u>	3.1.J. demonstrate key elements <u>while practicing in intermediate skills with an individual or long rope</u>	<del>4.1.J. travel into and out of a rope turned by others without hesitating; and</del> 4.1.K. demonstrate key elements <u>while performing in intermediate skills or routines with an individual or long rope</u>	<del>5.1.J. jump a rope using various rhythms and foot patterns repeatedly;</del> <u>Creates a jump rope routine with long or short jump ropes.</u>	If there is no SE #, this is a national recommendation.
<u>Combination of locomotor, non-locomotor and manipulatives</u>	(I)			<u>2.1.C combine shapes, levels, and pathways into simple sequences using manipulatives.</u>	<u>Combines traveling with manipulative skills such as dribbling, throwing, catching and</u>	WG C: 4.2.A identify similar movement elements in sports skills such as underhand throwing	5.2.A. identify common phases such as preparation, movement, follow through, or recovery in	Recommended by Nationals.  Developmentally appropriate/emerging



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Strand: Movement Patterns/Movement Skills								
Substrand: Manipulative skills								
Topics	KS/SE	K	1	2	3	4	5	Comments
					<p><u>striking in dynamic activities.</u></p> <p><u>Performs a sequence of locomotor skills, with a smooth transition from one skill to another.</u></p> <p><u>combine shapes, levels, and pathways into simple sequences using manipulatives with a partner</u></p>	<p>and underhand volleyball serving;</p> <p><u>Applies traveling with manipulative skills such as dribbling, throwing, catching and striking in teacher- and/or student-designed activities.</u></p> <p><u>4.1.C. combine shapes, levels, and pathways and locomotor patterns smoothly into repeatable, complex sequences using manipulatives.</u></p>	<p>a variety of movement skills such as tennis serve, handstand, and free throw;</p>	<p>outcomes first appear in Grade 3</p> <p>Work group recommended combining/editing the three substrands related to manipulative skills in to one. They will need to be reviewed, edited, and streamlined by the next work group.</p>
	(J)					<p>4.1.B. catch and throw an object while traveling such as catch a football pass on the run;</p> <p><b>WG C:</b> 4.2.B. identify ways movement concepts such as time, space, effort, and</p>	<p><b>WG C:</b> 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</p>	

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Strand: Movement Patterns/Movement Skills								
Substrand: Manipulative skills								
Topics	KS/SE	K	1	2	3	4	5	Comments
						relationships can be used to refine movement skills;  WG C: 4.2.C. make appropriate changes in performance based on feedback; and  4.2.D. describe key elements of mature movement patterns of throw for distance or speed such as catch, kick, strike, and jump.	WG C: 5.2.C. choose appropriate drills/activities to enhance the learning of a specific skill.  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.	
Speed, Force	(N)							N/A No national standards either from K-5 <sup>th</sup> .  Speed, direction, and force are not assessed in the elementary grades. More focus on technique and accuracy.

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DRAFT Proposed Revisions

Texas Essential Knowledge and Skills (TEKS)

Physical Education, Movement Patterns/Movement Skills Strand

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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 patterns/movement skills strand. This document reflects the recommendations for grade 6–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

WGC—student expectation from the current TEKS that Work Group C has recommended to add to the strand

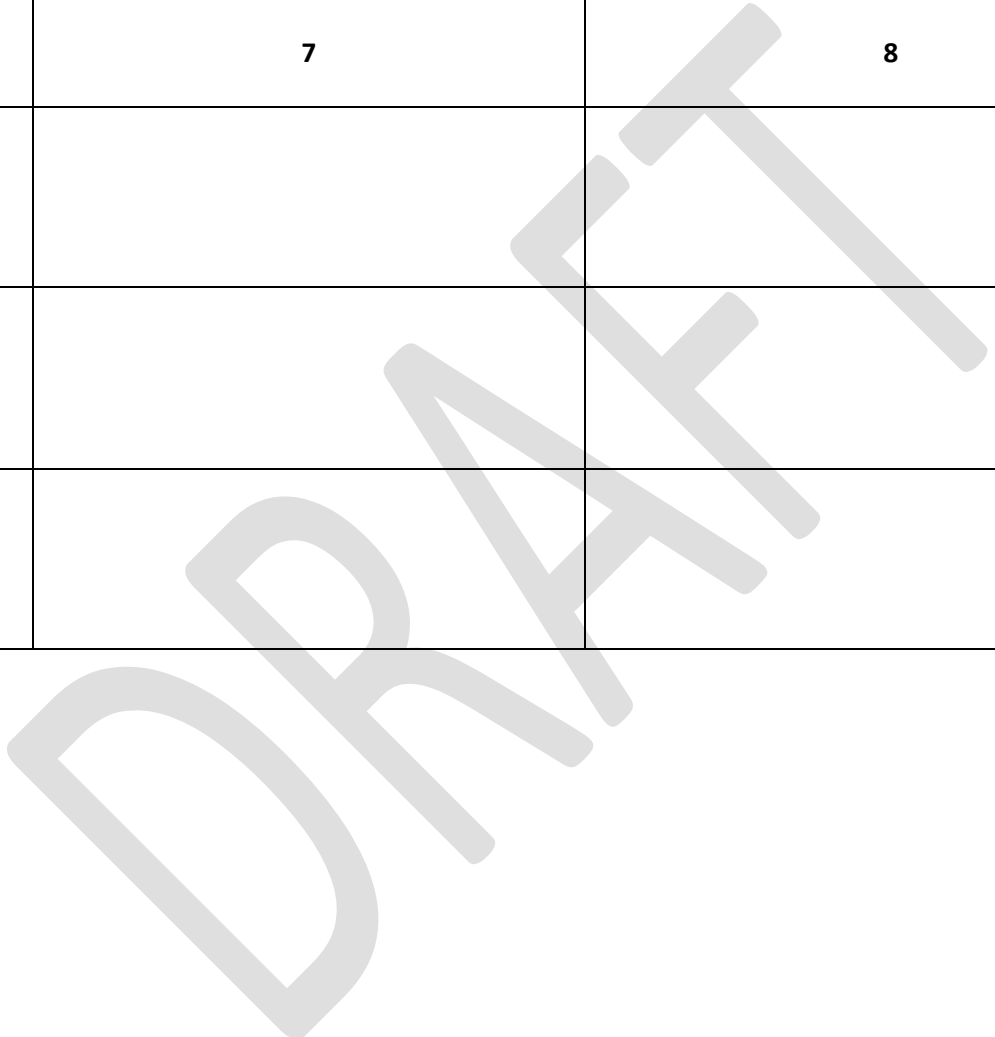
Physical Education TEKS Review Work Group C Recommendations

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

Strand: Movement Patterns/Movement Skills					
Substrand: Locomotor Skills					
Topics	KS/SE	6	7	8	Comments
	KS	(1) <del>Movement</del> <u>Movement Patterns/Movement Skills</u> . The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:	(1) <del>Movement</del> <u>Movement Patterns/Movement Skills</u> . The student demonstrates competency in movement patterns and proficiency in a few specialized movement forms. The student is expected to:	(1) <del>Movement</del> <u>Movement Patterns/Movement Skills</u> . The student demonstrates competency in fundamental movement patterns and proficiency in a few specialized movement forms. The student is expected to	
Hopping, galloping, running, sliding, skipping, and leaping	(A)	<del>6.1A perform locomotor skills in dynamic fitness, sport, and rhythmic activities;</del>			Already in another section
Jumping and landing	(B)				
Combinations of locomotor, non-locomotor, and manipulatives	(C)	6.1(A) perform <u>a combination of skills such as locomotor, non-locomotor, and manipulatives</u> skills in dynamic <del>fitness, sport,</del> and rhythmic activities	<del>7.1(A) coordinate movements with teammates to achieve team goals;</del> <u>perform a combination of skills such as locomotor, non-locomotor, and manipulatives skills in dynamic fitness, sport, and rhythmic activities</u>	<del>8.1(A) coordinate movements with team mates to achieve team goals;</del> <u>perform a combination of skills such as locomotor, non-locomotor, and manipulatives skills in dynamic fitness, sport, and rhythmic activities</u>	7 <sup>th</sup> and 8 <sup>th</sup> grade strikeout is a strategy.
Speed, Force	(D)	<u>Demonstrate appropriate generation of speed and force in locomotor skills</u>	7.1(C) <del>demonstrate</del> <u>apply</u> appropriate <u>generation of speed and generation of force of locomotor skills in dynamic settings such as running sprints, running distance, throwing a disc, jumping, kicking;</u>	8.1(C) <del>demonstrate</del> <u>apply</u> appropriate <u>generation of speed and generation of force of locomotor skills in dynamic settings such as running sprints, running distance, throwing a disc, jumping, kicking;</u>	

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Strand: Movement Patterns/Movement Skills					
Substrand: Non-Locomotor Skills					
Topics	KS/SE	6	7	8	Comments
Balance and Weight Transfer	(E)				
Bending, stretching, twisting, and curling	(F)				
Combinations of locomotor, non-locomotor, and manipulatives	(G)				Added non-locomotor within the combinations of locomotor movements above.



Physical Education TEKS Review Work Group C Recommendations

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Strand: Movement Patterns/Movement Skills					
Substrand: Rhythm and Dance					
Topics	KS/SE	6	7	8	Comments
Patterns	(H)	<del>6.1(C) perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences;</del>	<del>7.1D perform selected folk, country, square, line, creative, and/or aerobic dances;</del>	<del>8.1D perform selected folk, country, square, line, creative, and/or aerobic dances;</del>	Same as combinations
Beat/Tempo/Rhythm	(I)	6.1D move in time to complex rhythmical patterns such as ¾ time or 6/8 time  <u>Match and create tempos with body movement</u>	7.1(D) perform selected folk, country, square, line, creative, and/or aerobic dances;  <u>Match and create tempos with peer(s) with body movement</u>	8.1(D) perform selected folk, country, square, line, creative, and/or aerobic dances;  <u>Match and create complex tempos with peer(s) with body movement within a variety of dance styles</u>	
Mirroring, following, leading	(J)	<u>Mirror, follow, and lead a partner correctly in simple dance sequences</u>	<u>Mirror, follow, and lead a partner in dance sequences that involve change in direction, speed, and tempo.</u>	<u>Mirror, follow, and lead a partner in a wide variety of movement sequences and dance styles.</u>	
Combinations	(K)	6.1C perform <del>sequences that combine traveling, rolling, balancing, and weight transfer in smooth, flowing rhythmic patterns that</del> <u>combine locomotor and non-locomotor movements into</u> sequences.	7.1D perform selected folk, country, square, line, creative, and/or aerobic dances;  7.1E design and perform sequences of <u>locomotor and non-locomotor movements</u> <del>dance steps/movements</del> in practiced sequences with intentional changes in speed, direction, and flow;	8.1D perform selected folk, country, square, line, creative, and/or aerobic dances;  8.2F identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability; and  <u>design and perform sequences of locomotor and non-locomotor movements</u> <del>dance steps/movements</del> <u>in practiced sequences with intentional changes in speed, direction, and flow;</u>	8.2F Needs to go in Health and Physical Activities/Fitness Strand

Physical Education TEKS Review Work Group C Recommendations

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Strand: Movement Patterns/Movement Skills					
Substrand: Spatial/Body Awareness					
Topics	KS/SE	6	7	8	Comments
Space			<del>7.1(B) demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;</del>	<del>8.1(B) demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;</del>	Move to Performance Strategies Strand as it is a game/sport strategy. See NASPE Standard #2
Pathways, shapes, and levels		<del>6.1B use relationships, levels, direction, and pathways effectively in complex group and individual physical activities such as crouching low for volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver;</del>			Move to Performance Strategies Strand as it is a game/sport strategy. See NASPE Standard #2
Speed, Direction, and Force		<del>NEEDS TEKS—</del>	<del>7.1C demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking;</del>  <del>7.2F 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;</del>	<del>8.1C demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, or kicking</del>  <del>8.2F identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase</del>	Move to Performance Strategies Strand as it is a game/sport strategy. See NASPE Standard #2

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**Strand: Movement Patterns/Movement Skills**

**Substrand: Spatial/Body Awareness**

Topics	KS/ SE	6	7	8	Comments
Combinations		<p><del>6.1(B) use relationships, levels, speed, direction, and pathways effectively in complex group and individual physical activities such as crouching low for volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver;</del></p> <p><del>6.2B use relationships, levels, speed, direction, and pathways effectively in complex group and individual physical activities such as crouching low for volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver;</del></p> <p><del>6.2C perform sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences;</del></p>	<p><del>7.1(B) demonstrate appropriate relationships to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;</del></p>	<p><del>8.1(B) demonstrate appropriate relationships of the body to an opponent in dynamic game situations such as staying between opponent and goal and moving between opponent and the ball;</del></p>	<p>Move to Performance Strategies Strand as it is a game/sport strategy. See NASPE Standard #2</p>
Throwing		<p><del>6.1K throw and catch a ball consistently while guarded by an opponent.</del></p> <p><del>6.1F throw a variety of objects demonstrating both accuracy and distance such as frisbee, softball, and basketball</del> <u>the critical elements in practice settings</u></p>	<p><del>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 related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a basketball, shooting a lay-up, forehand and</del></p>	<p><del>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;</del></p> <p><u>throw a variety of objects demonstrating the critical elements in small sided activities</u></p>	<p>6<sup>th</sup> grade: combined throwing and catching together 7<sup>th</sup> and 8<sup>th</sup> grade: advancement of throwing progression</p>



Physical Education TEKS Review Work Group C Recommendations

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Strand: Movement Patterns/Movement Skills					
Substrand: Spatial/Body Awareness					
Topics	KS/SE	6	7	8	Comments
			<del>backhand, striking with a racket or club, or batting;</del> <u>throw a variety of objects demonstrating the critical elements in dynamic settings</u>		
Catching		<del>6.1K throw and catch a variety of objects ball consistently while guarded by an opponent. using the critical elements in practice settings.</del>	<del>6.1K throw and catch a variety of objects ball consistently while guarded by an opponent. using the critical elements in dynamic settings.</del>	<del>6.1K throw and catch a variety of objects ball consistently while guarded by an opponent. using the critical elements in small sided activities.</del>	6 <sup>th</sup> grade: combined throwing and catching together
Dribbling		<del>6.1I hand and foot dribble using the critical elements while preventing an opponent from stealing the ball; in practice settings.</del>	<del>6.1I hand and foot dribble using the critical elements while preventing an opponent from stealing the ball; in dynamic settings.</del>	<del>6.1I hand and foot dribble using the critical elements while preventing an opponent from stealing the ball; in small sided activities</del>	
Kicking/ <del>Punting</del>		<del>Kicking an object using the critical elements in practice settings.</del>	<del>Kicking an object using the critical elements in dynamic settings.</del>	<del>Kicking an object using the critical elements in small sided activities.</del>	
Volleying		<del>6.1J keep an object in the air without catching it using the critical elements in a small group such as volleyball and football; and in practice settings.</del>	<del>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;</del> <u>Keep an object in the air without catching it using the critical elements in dynamic settings.</u>	<del>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;</del> <u>Keep an object in the air without catching it using the critical elements in small sided activities.</u>	

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Strand: Movement Patterns/Movement Skills					
Substrand: Spatial/Body Awareness					
Topics	KS/ SE	6	7	8	Comments
Striking		<p>6.1G, Strike <u>an</u> a ball to a wall or a partner <u>object with accuracy, speed, or force</u> a paddle/racquet using forehand and backhand strokes continuously; <u>using an implement using the critical elements in a practice setting.</u></p> <p><del>6.1H strike a ball using a golf club or a hockey stick consistently so it travels in an intended direction and height;</del></p>	<p><del>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;</del></p> <p><u>Strike an object with accuracy, speed, or force using an implement with the critical elements in a dynamic setting.</u></p>	<p><del>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;</del></p> <p><u>Strike an object with accuracy, speed, or force using an implement with the critical elements in small sided activities.</u></p>	
Jumping Rope		<p>6.1E design and refine a jump rope routine <del>to music;</del></p> <p><del>1(D) move in time to complex rhythmical patterns such as 3/4 time or 6/8 time;</del></p>	<p><del>7.1(D) perform selected folk, country, square, line, creative, and/or aerobic dances;</del></p>	<p><del>8.1(D) perform selected folk, country, square, line, creative, and/or aerobic dances;</del></p>	
Combinations of locomotor, non-locomotor, and manipulatives		<p><del>6.1J keep an object in the air without catching it in a small group such as volleyball and football; and demonstrate, without cue, critical elements in specialized skills including combinations such as throwing, catching, dribbling, kicking, volleying, and striking in practice settings</del></p>	<p><del>7.1(G) combine skills competently to participate in modified versions of team and individual sports; and</del></p> <p>7.1(F) demonstrate, without cue, <u>mature critical elements in specialized skills including combinations such as throwing, catching, dribbling, kicking, volleying, and striking in dynamic settings</u> <del>related to sports such as overhand throw for distance/force, serving and bumping, volleyball, shooting a</del></p>	<p><del>8.1(G) combine skills competently to participate in modified versions of team and individual sports; and</del></p> <p><u>demonstrate, without cue, critical elements in specialized skills including combinations such as throwing, catching, dribbling, kicking, volleying, and striking in small sided activities</u></p>	

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Strand: Movement Patterns/Movement Skills					
Substrand: Spatial/Body Awareness					
Topics	KS/SE	6	7	8	Comments
			<del>basketball, shooting a lay up, forehand and backhand, striking with a racket or club, or batting;</del>		
Speed, Force		<del>6.1(H) strike a ball using a golf club or a hockey stick consistently so it travels in an intended direction and height;</del>	<del>7.1C demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, kicking;</del>	<del>8.1C demonstrate appropriate speed and generation of force such as running sprints, running distance, throwing a disc, jumping, or kicking</del>	See Striking above for addition of speed/force.

