

Physical Education, Kindergarten

(a) Introduction.

- (1) Physical education is the foundation of a well-balanced curriculum. "It is an academic subject with a planned and sequential K-12 curriculum based on the national standards for physical education. Physical education provides cognitive content and instruction designed to develop motor skills, knowledge, and behaviors for physical activity and physical fitness. Supporting schools to establish daily physical education can provide students with the ability and confidence to be physically active for a lifetime" (Centers for Disease Control and Prevention (CDC), CDC Healthy Schools, May 2019).
 - (A) Physical education is designed to develop motor skills, knowledge, and behaviors for active living, physical fitness, sportsmanship, self-efficacy, and emotional intelligence. Physical education addresses the three domains of learning: cognitive skills related to the knowledge of movement, affective skills related to feelings and attitudes about movement, and psychomotor skills related to the manual or physical skills in movement literacy (SHAPE America, 2014, p. 4).
 - (B) Physically literate students have the ability to develop a lifetime of wellness. Physical literacy can be described as the ability to move with competence and confidence, to acquire knowledge and understanding, and to value and take responsibility for engagement in a wide variety of physical activities in multiple environments that benefit the healthy development of the whole person (Mandigo, Francis, Lodewyk & Lopez, 2012, and Whitehead, 2016).
 - (C) Research shows physical education is important to the development of the whole child and increases a lifetime of wellness. The Association for Supervision and Curriculum Development and the National Academy of Medicine support the belief that physical education, taught at a developmentally appropriate level, improves physical fitness and skill development, supports and improves academic achievement, reinforces self-discipline and teacher goal setting, reduces stress and increases blood flow to the brain, strengthens peer relationships, and improves self-confidence and self-esteem.
- (2) The physical education standards are categorized into five strands that are of equal importance and value. The movement patterns and movement skills strand guides the physically literate student in the development of fundamental movement patterns, spatial and body awareness, and rhythmic activities. The performance strategies strand guides the physically literate student in utilizing strategies in fundamental components of games, activities, and outdoor and recreational pursuits. The health, physical activity, and fitness strand encompasses health-related fitness, environmental awareness, and safety practices that guide students to a health-enhancing, physically active lifestyle. The physically literate student demonstrates skills and mechanics used during physical activity and analyzes data used during fitness performance. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The social and emotional health strand incorporates working with others, responding to class expectations, and applying self-management skills. The lifetime wellness strand engages students in physical activity for the purposes of self-expression, enjoyment, and challenge.

- (3) Quality physical education programs include a comprehensive curriculum, physical activity, safety policies, safe environments, qualified physical education specialists instructing the class, and student assessment and do not use physical activity as a form of punishment. Texas state law outlines state requirements that support these essential components. In accordance with state law, physical education curriculum and instruction must be sequential, developmentally appropriate, and designed to meet the needs of all students, including students with disabilities and of all physical ability levels. At least 50% of the physical education class must be used for actual student physical activity at a moderate or vigorous intensity level, which aligns with additional state requirements for a minimum number of minutes for moderate or vigorous physical activity in Kindergarten-Grade 8. Required student-to-teacher ratios of 45-to-1 ensure the proper supervision and safety of students in physical education classes, and school districts must identify how student safety will be maintained if that ratio is exceeded. State law also requires that school districts and charter schools annually assess the physical fitness of students in Grade 3 or higher who are enrolled in a physical education course.
- (4) Access to age-appropriate physical education equipment is essential to quality instruction. Basic, age-appropriate equipment for all students is imperative for the development of motor skills, manipulative skills, and eventually becoming a physically literate lifelong learner. Without basic, age-appropriate equipment, students will not have the necessary experiences to become physically literate, lifelong learners. All equipment should be age appropriate for the grade levels to be taught. The term "age appropriate" means that the equipment must include a variety of sizes, weights, and textures to provide differentiated experiences for various ages and ability levels of students. Basic equipment for quality instruction includes, but is not limited to, the following list: sports balls, including fleece balls, foam balls, tennis balls, beach balls, volleyballs, basketballs, soccer balls, footballs, baseballs, softballs, and unity balls; striking implements, including golf clubs, hockey sticks, baseball bats, pool noodles, tennis rackets, racquetball rackets, pickleball paddles, lollipop paddles, and ping pong paddles; goals for various sports, including soccer goals and basketball goals; nets and standards for a variety of sports, including volleyball, pickleball, badminton, and tennis; fitness-related equipment; other basic equipment, including scarves, bean bags, hula hoops, jump ropes, and scooters; classroom management equipment, including cones, mats, pinnies, poly spots, and ball inflators; and technology, including microphones, projectors, speakers, heart rate monitors, timers, and other technology appropriate for instruction.
- (5) In Kindergarten-Grade 5, students learn fundamental movement skills and cues; begin to understand that the body functions in relation to physical activity; develop body control; become aware of the health-related fitness components; begin applying strategies, rules, etiquette, and conflict resolution techniques in dynamic situations; and identify safety practices and protocols while being physically active. Students engage in activities that develop basic levels of strength, endurance, and flexibility. Activities are presented to complement a student's natural inclination to view physical activity as challenging and enjoyable.
- (6) Statements that contain the word "including" reference content that must be mastered, while those containing the phrase "such as" are intended as possible illustrative examples.

(b) Knowledge and Skills Statements

(1) Movement patterns and movement skills--locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate locomotor skills. The student is expected to:

(A) practice proper foot patterns and form and maintain balance while hopping, galloping, running, sliding, skipping, and walking;

Breakouts

- (i) practice proper foot patterns while hopping
- (ii) practice proper foot patterns while galloping
- (iii) practice proper foot patterns while running
- (iv) practice proper foot patterns while sliding
- (v) practice proper foot patterns while skipping
- (vi) practice proper foot patterns while walking
- (vii) practice proper form while hopping
- (viii) practice proper form while galloping
- (ix) practice proper form while running
- (x) practice proper form while sliding
- (xi) practice proper form while skipping
- (xii) practice proper form while walking
- (xiii) maintain balance while hopping
- (xiv) maintain balance while galloping
- (xv) maintain balance while running
- (xvi) maintain balance while sliding
- (xvii) maintain balance while skipping
- (xviii) maintain balance while walking

(B) practice correct technique while jumping in place, forward and backward, and side to side;

Breakouts

- (i) practice correct technique while jumping in place
- (ii) practice correct technique while jumping forward and backward
- (iii) practice correct technique while jumping side to side

(C) demonstrate visual tracking and tracing, simple balancing, cross lateralization, and sequencing of two skills; and

Breakouts

- (i) demonstrate visual tracking
- (ii) demonstrate visual tracing

- (iii) demonstrate simple balancing
- (iv) demonstrate cross lateralization
- (v) demonstrate sequencing of two skills

(D) spin and roll at different levels, speeds, and positions.

Breakouts

- (i) spin at different levels
- (ii) spin at different speeds
- (iii) spin at different positions
- (iv) roll at different levels
- (v) roll at different speeds
- (vi) roll at different positions

(2) Movement patterns and movement skills--non-locomotor skills. The physically literate student demonstrates competency in fundamental movement patterns and developmentally appropriate non-locomotor skills. The student is expected to:

(A) maintain balance while bearing weight using different bases of support; and

Breakouts

- (i) maintain balance while bearing weight using different bases of support

(B) practice bending, stretching, twisting, and curling while maintaining balance.

Breakouts

- (i) practice bending while maintaining balance
- (ii) practice stretching while maintaining balance
- (iii) practice twisting while maintaining balance
- (iv) practice curling while maintaining balance

(3) Movement patterns and movement skills--manipulative skills. The physically literate student demonstrates competency in developmentally appropriate manipulative skills. The student is expected to:

(A) self-toss an object and throw underhand with opposite foot forward;

Breakouts

- (i) self-toss an object with opposite foot forward
- (ii) throw underhand with opposite foot forward

(B) catch a self-dropped ball before it bounces twice and catch a self-tossed object before it hits the ground;

Breakouts

- (i) catch a self-dropped ball before it bounces twice
- (ii) catch a self-tossed object before it hits the ground

(C) practice dribbling with one hand;

Breakouts

(i) practice dribbling with one hand

(D) tap a ball using the inside of the foot;

Breakouts

(i) tap a ball using the inside of the foot

(E) kick a stationary ball from a stationary position;

Breakouts

(i) kick a stationary ball from a stationary position

(F) volley a lightweight object to self;

Breakouts

(i) volley a lightweight object to self

(G) strike a lightweight object using hand or short-handled implement;

Breakouts

(i) strike a lightweight object using hand or short-handled implement

(H) jump at least once with a self-turned rope; and

Breakouts

(i) jump at least once with a self-turned rope

(I) demonstrate swinging a long rope back and forth with a partner.

Breakouts

(i) demonstrate swinging a long rope back and forth with a partner

(4) Movement patterns and movement skills--spatial and body awareness. The physically literate student demonstrates competency in spatial and body awareness, including pathways, shapes, levels, speed, direction, and force. The student is expected to:

(A) differentiate between personal and general space while moving to simple rhythms and maintaining balance;

Breakouts

(i) differentiate between personal and general space while moving to simple rhythms

(ii) differentiate between personal and general space while maintaining balance

(B) demonstrate a variety of pathways, shapes, and levels while maintaining balance; and

Breakouts

(i) demonstrate a variety of pathways while maintaining balance

(ii) demonstrate a variety of shapes while maintaining balance

(iii) demonstrate a variety of levels while maintaining balance

(C) demonstrate clear contrast when moving in different speeds and directions while maintaining balance.

Breakouts

(i) demonstrate clear contrast when moving in different speeds while maintaining balance

(ii) demonstrate clear contrast when moving in different directions while maintaining balance

(5) Movement patterns and movement skills--rhythmic activities. The physically literate student demonstrates competency in rhythmic activities and rhythmic combinations. The student is expected to mirror and follow teacher movement and basic rhythm patterns.

(A) mirror and follow teacher movement and basic rhythm patterns.

Breakouts

(i) mirror teacher movement

(ii) mirror basic rhythm patterns

(iii) follow teacher movement

(iv) follow basic rhythm patterns

(6) Performance strategies--games and activities. The physically literate student demonstrates competency in performance strategies in invasion, target, net or wall, fielding, striking, and cooperative games. The student is expected to:

(A) demonstrate the skills of chasing, fleeing, and dodging to avoid or catch others during a variety of games while maintaining appropriate space and speed;

Breakouts

(i) demonstrate the skill of chasing during a variety of games while maintaining appropriate space

(ii) demonstrate the skill of fleeing during a variety of games while maintaining appropriate space

(iii) demonstrate the skill of dodging to avoid or catch others during a variety of games while maintaining appropriate space

(iv) demonstrate the skill of chasing during a variety of games while maintaining appropriate speed

(v) demonstrate the skill of fleeing during a variety of games while maintaining appropriate speed

(vi) demonstrate the skill of dodging to avoid or catch others during a variety of games while maintaining appropriate speed

(B) practice the correct techniques for motor development skills following teacher direction; and

Breakouts

- (i) practice the correct techniques for motor development skills following teacher direction

- (C) demonstrate safe practices by following rules, procedures, and directions during class and activities.

Breakouts

- (i) demonstrate safe practices by following rules during class
- (ii) demonstrate safe practices by following procedures during class
- (iii) demonstrate safe practices by following directions during class
- (iv) demonstrate safe practices by following rules during activities
- (v) demonstrate safe practices by following procedures during activities
- (vi) demonstrate safe practices by following directions during activities

- (7) Performance strategies--outdoor and recreational pursuits. The physically literate student demonstrates competency in outdoor and recreational pursuits. The student is expected to discuss outdoor recreation, health, and fitness activities in school and the community.

- (A) discuss outdoor recreation and health and fitness activities in school and the community.

Breakouts

- (i) discuss outdoor recreation activities in school
- (ii) discuss health and fitness activities in school
- (iii) discuss outdoor recreation activities in the community
- (iv) discuss health and fitness activities in the community

- (8) Health, physical activity, and fitness--fitness principles. The physically literate student demonstrates and recognizes a health-enhancing, physically active lifestyle. The student is expected to:

- (A) discuss the immediate effect of physical activity on the heart and lungs;

Breakouts

- (i) discuss the immediate effect of physical activity on the heart
- (ii) discuss the immediate effect of physical activity on the lungs

- (B) describe the importance of daily active play; and

Breakouts

- (i) describe the importance of daily active play

- (C) participate in exercises that promote health-related fitness.

Breakouts

- (i) participate in exercises that promote health-related fitness

(9) Health, physical activity, and fitness--analyze data. The physically literate student demonstrates competency in the ability to analyze data used during fitness performance. The student is expected to:

(A) describe the importance of goal setting; and

Breakouts

(i) describe the importance of goal setting

(B) identify how to measure improvement in physical skills such as counting the number of times a student can hop while maintaining balance.

Breakouts

(i) identify how to measure improvement in physical skills

(10) Health, physical activity, and fitness--nutrition and hydration. The physically literate student recognizes the correlation between nutrition, hydration, and physical activity. The student is expected to:

(A) recognize that eating a variety of foods produces energy for physical activity; and

Breakouts

(i) recognize that eating a variety of foods produces energy for physical activity

(B) identify the best source of hydration during physical activity.

Breakouts

(i) identify the best source of hydration during physical activity

(11) Health, physical activity, and fitness--environmental awareness and safety practices. The physically literate student demonstrates competency in environmental awareness and understands safety practices. The student is expected to:

(A) identify proper clothing and footwear for physical activity; and

Breakouts

(i) identify proper clothing for physical activity

(ii) identify proper footwear for physical activity

(B) identify safety precautions, including pedestrian, water, sun, and cycling safety, with teacher guidance.

Breakouts

(i) identify safety precautions, including pedestrian safety, with teacher guidance

(ii) identify safety precautions, including water safety, with teacher guidance

(iii) identify safety precautions, including sun safety, with teacher guidance

(iv) identify safety precautions, including cycling safety, with teacher guidance

(12) Social and emotional health--personal responsibility and self-management. The physically literate student demonstrates competency in personal responsibility. The student is expected to:

(A) give examples of consequences resulting from personal actions;

Breakouts

(i) give examples of consequences resulting from personal actions

(B) demonstrate respect for differences and similarities in abilities of self and others; and

Breakouts

(i) demonstrate respect for differences in abilities of self and others

(ii) demonstrate respect for similarities in abilities of self and others

(C) identify personal impulses and emotions with teacher guidance.

Breakouts

(i) identify personal impulses with teacher guidance

(ii) identify personal emotions with teacher guidance

(13) Social and emotional health--resolving conflict and social interaction. The physically literate student demonstrates competency in resolving conflict and social interaction. The student is expected to:

(A) demonstrate respect and cooperation through words and actions with teacher guidance; and

Breakouts

(i) demonstrate respect through words with teacher guidance

(ii) demonstrate respect through actions with teacher guidance

(iii) demonstrate cooperation through words with teacher guidance

(iv) demonstrate cooperation through actions with teacher guidance

(B) communicate feelings and thoughts appropriately with teacher guidance.

Breakouts

(i) communicate feelings appropriately with teacher guidance

(ii) communicate thoughts appropriately with teacher guidance

(14) Social and emotional health--perseverance. The physically literate student perseveres while addressing challenges. The student is expected to explain why some physical activities are challenging.

(A) explain why some physical activities are challenging.

Breakouts

(i) explain why some physical activities are challenging

(15) Social and emotional health--accepting and providing constructive feedback. The physically literate student accepts and provides constructive feedback. The student is expected to listen respectfully and respond appropriately to corrective feedback with teacher guidance.

(A) listen respectfully and respond appropriately to corrective feedback with teacher guidance.

Breakouts

- (i) listen respectfully with teacher guidance
- (ii) respond appropriately to corrective feedback with teacher guidance

(16) Lifetime wellness--application of lifetime wellness. The physically literate student identifies the value of lifetime wellness. The student is expected to:

- (A) participate in moderate to vigorous physical activity on a regular basis; and

Breakouts

- (i) participate in moderate to vigorous physical activity on a regular basis

- (B) identify physical activity for personal enjoyment with teacher guidance.

Breakouts

- (i) identify physical activity for personal enjoyment with teacher guidance