

DRAFT Proposed Revisions
Texas Essential Knowledge and Skills (TEKS)
Physical Education, Health and Physical Activities and Fitness Strand

These recommendations reflect revisions to the health education Texas Essential Knowledge and Skills (TEKS) that have been recommended by State Board of Education’s TEKS work group for the health and physical activities and fitness 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—new student expectations or student expectation from the current TEKS that Work Group D has recommended to add to the strand

HEALTH AND PHYSICAL ACTIVITIES AND FITNESS STRAND, PHYSICAL EDUCATION TABLE OF CONTENTS

Kindergarten–Grade 5 pages 2–20

Grade 6–Grade 8 pages 21–27

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Substrand: Physical fitness knowledge (health-related fitness and skill-related fitness)								
Topics	KS/SE	K	1	2	3	4	5	Comments
Skills/Mechanics	KS	<u>(4)The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.</u>	<u>(4)The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.</u>	<u>(4)The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.</u>	(4) The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.	<u>(4) The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.</u>	<u>(4) The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.</u>	<p>Global comment regarding this document. The TEKS are not aligned, knowledge and skills statements are not aligned with the “topic,” repetitive language used as knowledge and skills statements. The document needs to be revisited and realigned. WG D provided some notes and examples as the work group reviewed the document.</p> <p>“The physical literate student should know to” should be used to start every KS</p>
Skills/Mechanics	(A)	<u>3.4.D identify principles of good posture/body alignment and its impact on physical activity and skill</u>	<u>3.4.D. identify principles of good posture/body alignment and its impact on physical activity and skill</u>	<u>3.4.D. demonstrate principles of good posture/body alignment and its impact on physical activity and skill</u>	3.4.D. <u>demonstrate</u> and identify principles of good posture/body alignment and its impact on physical activity and skill	<u>3.4.D. demonstrate, identify and apply principles of good posture/body alignment and its impact on physical activity and skill</u>	<u>3.4.D. demonstrate, identify and apply principles of good posture/body alignment and its impact on physical activity and skill</u>	-due to changes in amounts of tech time, indoor time and kids not going outside anymore poor posture is something that is developing at early age, so we added 3.D to all grade levels

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Substrand: Physical fitness knowledge (health-related fitness and skill-related fitness)								
Topics	KS/SE	K	1	2	3	4	5	Comments
Fitness principles	KS	<p>(3) The student exhibits <u>has knowledge of</u> a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge.</p> <p>(4) The student knows the benefits from being involved in daily physical activity and factors that affect physical performance.</p> <p>WGD –Use the term “Identify” instead of “has knowledge of”</p>	<p>(3) The student exhibits <u>has knowledge of</u> a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge.</p> <p>WGD –Use the term “Identify” instead of “has knowledge of”</p>	<p>(3) The student exhibits <u>has knowledge of</u> a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge.</p> <p>WGD –Use the term “Identify” instead of “has knowledge of”</p>	<p>(3)The student exhibits <u>demonstrates and recognizes</u> a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge.</p> <p>(4) The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.</p> <p>WGD – Switch the order of Recognize and Demonstrate</p>	<p>(4)The student exhibits <u>actively engages in</u> a health enhancing, physically-active lifestyle that improves health <u>and skill related fitness components while providing</u> opportunities for enjoyment and challenge <u>in both teacher-directed and independent activities.</u></p> <p>* add skill related fitness info</p> <p>TEK seems too long and suggest dividing into two or more TEKS – Not sure that health enhancing active lifestyle relates to skill related fitness components</p>	<p>(3) The student exhibits <u>actively engages in, and differentiates between,</u> a-health enhancing, physically-active lifestyle that improves health <u>and skill related fitness components while providing</u> opportunities for enjoyment and challenge <u>in both teacher-directed and independent activities.</u></p> <p>(4) The student knows the benefits from involvement in daily physical activity and factors that affect physical performance.</p> <p>Same thoughts as the 4th grade TEK</p>	<p>-scaffolded topics to allow lower grades to emerge, while allowing upper grades to mature, apply, while giving opportunities to allow for student driven differentiation.</p> <p>-added additional information on skill related fitness components to meet needs of all learners. - combined KS for better alignment.</p>

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Substrand: Physical fitness knowledge (health-related fitness and skill-related fitness)								
Topics	KS/SE	K	1	2	3	4	5	Comments
Fitness principles	(A)	K.4.A. observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration;	Difficult to see an follow vertical alignment when TEKS are placed in A, B, etc. horizontal rows.	Not sure where these TEKS are, they look like they are on page 4				5.3.A. participate in moderate to vigorous physical activities on a daily basis that develop health related fitness.
Fitness principles	(B)	K.3.B. participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration;	1.3.B. participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration; <u>and recognize that heart rate, breathing rate, and perspiration increase with physical activity.</u>	2.3.B. participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration; <u>and recognize that heart rate, breathing rate, and perspiration increase with physical activity.</u>	3.3.B. participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration; <u>and recognize that heart rate, breathing rate, and perspiration increase with physical activity.</u> 3.4.B Distinguish between aerobic and anerobic activities*	4.3.B. name the components of health-related fitness such as strength, endurance and flexibility. This TEK should be with Fitness components		-send anaerobic/aerobic to health/older grades -PE will teach moderate to vigorous activity and its relationship to increased breathing, heart rate, and perspiration.
Fitness principles	(C)				3.5.D. identify exercise precautions such as awareness such as awareness of temperature, weather conditions, warm up and cool down activities. Suggestion to clean up TEK			5.4.D. define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness;

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Topics	KS/SE	K	1	2	3	4	5	Comments
							Add the FITT at the beginning of the TEK with the definition	
Fitness principles	(D)					4.4.B. Participate in moderate to vigorous physical activities on a daily basis; This TEK needs to be on page 4		
Components	KS	(3) The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. Think of another verb instead of "Exhibit"	(3) The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. Think of another verb instead of "Exhibit"	(3) The student exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. Think of another verb instead of "Exhibit"	(3) The student <u>demonstrates and recognizes the importance of</u> exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. Switch Recognize and Demonstrate	(3) The student <u>demonstrates, recognize and apply the importance of</u> exhibits a health enhancing, physically-active lifestyle that improves health and provides opportunities for enjoyment and challenge. Switch Recognize and Demonstrate	(4) The student <u>explains how the involvement</u> knows the benefits from involvement in daily physical activity and factors that affect physical performance. <u>positively affects personal well-being.</u> Take out the word "can" with explain	-provided scaffolding and aligned with blooms and updated to current terminology.
Components	(A)					4.3.B. name-identify the components of <u>skill related and</u> health-related fitness. such as		-added additional information on skill related fitness components to meet needs of all learners.

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Substrand: Physical fitness knowledge (health-related fitness and skill-related fitness)								
Topics	KS/SE	K	1	2	3	4	5	Comments
						strength, endurance and flexibility. Where does this TEK belong?		
Components	(B)	K.3.C. participate in appropriate exercises for flexibility in shoulders, legs, and trunk. These are skills and not components Maybe move to the Skill Topic	1.3.C. participate in appropriate exercises for flexibility in shoulders, legs, and trunk. These are skills and not components Maybe move to the Skill Topic	2.3.C. participate in appropriate exercises for flexibility in shoulders, legs, and trunk. These are skills and not components Maybe move to the Skill Topic	3.3.C. participate in appropriate exercises for flexibility in shoulders, legs, and trunk. These are skills and not components Maybe move to the Skill Topic		5.4.C. match <u>Identify and differentiate between different types of physical activity with health-related and fitness-skill related</u> fitness components	-added additional information on skill related fitness components to meet needs of all learners.
Components	(C)	K.3.D. lift and support his/her own weight in selected activities that develop muscular strength and endurance in arms, shoulders, abdomen, back and legs such as hanging, hopping and jumping. These are skills and not components Maybe move to the Skill Topic	1.3.D. lift and support his/her own weight in selected activities that develop muscular strength and endurance in arms, shoulders, abdomen, back and legs such as hanging, hopping and jumping These are skills and not components Maybe move to the Skill Topic	2.3.D. lift and support his/her own weight in selected activities that develop muscular strength and endurance in arms, shoulders, abdomen, back and legs such as hanging, hopping and jumping These are skills and not components Maybe move to the Skill Topic	3.3.D. <u>demonstrate and recognize the importance of lifting and supporting</u> his/her own weight in selected activities that develop muscular strength and endurance in arms, shoulders, abdomen, back and legs such as hanging, hopping and jumping. These are			-students need to understand purpose of the components as it relates to fitness assessment

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Topics	KS/SE	K	1	2	3	4	5	Comments
					skills and not components Maybe move to the Skill Topic			
Components	(D)					4.3.E. participates in activities that develop and maintain muscular strength and endurance <u>both health related and skill related fitness components.</u> <u>Where does this TEK belong?</u>		-students need to understand purpose of the components as it relates to fitness assessment

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Substrand: Personal assessment and program planning								
Topics	KS/SE	K	1	2	3	4	5	Comments
Analyze data (performance goals)	KS				<p>(4) The student <u>understands the benefits from involvement in daily physical activity and how it affects personal well-being.</u></p> <p><u>Does this belong in this topic?</u> <u>Is the knowledge statement? If so, it should include the word "analyze"</u></p>	<p>(4) The student <u>explains</u> knows the benefits from involvement in daily physical activity and factors that affect physical performance <u>how it positively affects personal well-being.</u></p> <p><u>Does this belong in this topic?</u> <u>Is the knowledge statement? If so, it should include the word "analyze"</u></p>	<p>(3) The studenta exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.</p> <p><u>Does this belong in this topic?</u> <u>Is the knowledge statement? If so, it should include the word "analyze"</u></p>	<p>-provided scaffolding and aligned with blooms and updated to current terminology.</p> <p>Should there be 1 broad knowledge statement for K – 5th – The physical literate student should know to</p>
Analyze data (performance goals)	(A)					<p>5.3.B. identify <u>an</u> appropriate personal fitness goals <u>in one or more</u> each of the components of health-related fitness</p>	<p>5.3.B. identify appropriate personal fitness goals in each of the components of health-related fitness</p>	<p>-provided scaffolding and aligned with blooms and updated to current terminology.</p> <p>-students need to understand purpose of the components as it relates to fitness assessment</p>
Analyze data (performance goals)	(B)				<p>4.4.C. identify methods for measuring cardiovascular endurance, muscular strength and</p>	<p>4.4.C identify methods for measuring cardiovascular endurance, muscular strength and</p>		<p>-provided scaffolding and aligned with blooms and updated to current terminology.</p>

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Substrand: Personal assessment and program planning								
Topics	KS/SE	K	1	2	3	4	5	Comments
					endurance, and flexibility.	endurance, and flexibility.		-students need to understand purpose of the components as it relates to fitness assessment
Monitor	KS	(4) The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. Repeated on page 8				(4) The student knows the benefits from being involved in daily physical activity and factors that affect physical performance. Repeated on page 9		
Monitor	(A)					4.4.A. Describe the effects of exercise on heart rate through the use of manual pules checking or heart rate monitors.		
Monitor	(B)	K.4.B. locate the heart and lungs and explain their purpose	Where is vertical alignment for the TEK?	Where is vertical alignment for the TEK?	Where is vertical alignment for the TEK?			-included this, as it is part of the TEK introduction and will provide opportunities for previous knowledge.

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Substrand: Nutrition								
Topics	KS/SE	K	1	2	3	4	5	Comments
Correlation between food and energy	KS	<u>(4) The student knows the benefits of being involved in daily physical activity and factors that affect physical performance</u>	(4) The student knows the benefits of being involved in daily physical activity and factors that affect physical performance	(4) The student knows the benefits of being involved in daily physical activity and factors that affect physical performance		(4) The student knows the benefits of being involved in daily physical activity and factors that affect physical performance		-added KS in Kinder to help develop life long healthy starting at an early age and help develop a scaffolded approach to upper grade levels.
Correlation between food and energy	(A)	<u>identify the major food groups and the benefits of eating a variety of foods</u>	1.4.D. describe food as a source of energy <u>and recognize that eating a variety of foods from the different food groups is vital to promote good health.</u> (Move current D to E; E to F)	2.4.D. explain the need for foods as a source of nutrients that provide energy for physical activity. 4.4.E <u>identify eating and drinking behaviors that contribute to good health and</u> describe the relationship between food intake and physical activity such as <u>calories energy</u> consumed and <u>calories energy</u> expended;	4.4.E <u>demonstrate the ability to make and communicate appropriate food choices and</u> describe the relationship between food intake and physical activity such as <u>calories energy</u> consumed and <u>calories energy</u> expended;			-added additional TEKS to help develop life long healthy habits starting at an early age and help develop a scaffolded approach to upper grade levels.
Correlation between food and energy	(B)					4.4.E. Describe the relationship between food intake and physical activity such as calories consumed		-added additional TEKS to help develop life long healthy habits starting at an early age and help develop a scaffolded approach to upper grade levels.

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Substrand: Nutrition								
Topics	KS/SE	K	1	2	3	4	5	Comments
						and calories expended. <u>demonstrate the ability to set a goal in order to enhance personal nutrition status.</u>		
	(C)					4.4.E Describe the relationship between food intake and physical activity such as calories consumed, and calories expended. *move all other letters down one		-added additional TEKS to help develop life long healthy habits starting at an early age and help develop a scaffolded approach to upper grade levels.

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Substrand: Nutrition								
Topics	KS/SE	K	1	2	3	4	5	Comments
Healthy and Unhealthy Foods	KS	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	--added and reworted the TEKS to develop life long healthy habits starting and to help develop physical well-being
Healthy and Unhealthy Foods	(A)			2.4.C. identify foods that <u>promote physical well-being</u> enhance a healthy heart				--added and reworted the TEKS to develop life long healthy habits starting and to help develop physical well-being
Healthy and Unhealthy Foods	(B)						5.4.F. identify the relationship between optimal body function and a healthy eating plan such as eating a variety of foods-in moderation according to U.S. dietary guidelines <u>that promote physical well-being</u>	--added and reworted the TEKS to develop life long healthy habits starting and to help develop physical well-being

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Substrand: Nutrition								
Topics	KS/SE	K	1	2	3	4	5	Comments
Hydration	KS	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	--added and reworted the TEKS to develop life long healthy habits starting and to help develop physical well-being
Hydration	(A)	<u>discuss drink choices that positively benefit the body</u>						--added and reworted the TEKS to develop life long healthy habits starting and to help develop physical well-being (was not listed until High school)
Hydration	(B)			<u>identify and discuss how water helps your body including keeping your temperature normal, movement of bones and muscles, and eliminates waste.</u>	<u>recognize when the body needs more water including during hot climates, when you are more physically active, and when you are sick</u>			--added and reworted the TEKS to develop life long healthy habits starting and to help develop physical well-being (was not listed until High school)

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Substrand: Nutrition								
Topics	KS/SE	K	1	2	3	4	5	Comments
Hydration	(C)		<u>discuss drink choices that positively benefit the body before, during and after physical activity</u>			<u>compare drink choices and the effect they have on the body before, during and after physical activity</u>	<u>discuss the side effects of dehydration and the effect on optimal body function.</u>	--added and reworted the TEKS to develop life long healthy habits starting and to help develop physical well-being (was not listed until High school)

Strand: Health and Physical Activities/Fitness								
Substrand: Technology								
Topics	KS/SE	K	1	2	3	4	5	Comments
Personal tracking (fitness, assessment, nutrition)	KS	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	(4) Physical activity and health. The student knows the benefits from involvement in daily physical activity and factors <u>promote physical well-being</u> affect physical performance . The student is expected to:	--added and reworted the KS and TEKS to develop life long healthy habits starting and to help develop physical well-being
Personal tracking (fitness, assessment, nutrition)	(A)				3.4.A. describe the long term effects of physical activity on <u>physical well-being, including the heart rate monitoring;</u>	4.4.A. describe the effects of exercise <u>physical activity</u> on heart rate through the use of manual pulse checking or heart rate		--added and reworted the KS and TEKS to develop life long healthy habits starting and to help develop physical well-being, while using current terminology.

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Substrand: Technology								
Topics	KS/SE	K	1	2	3	4	5	Comments
						monitors/ <u>technology device</u> ;		
Personal tracking (fitness, assessment, nutrition)	(B)						5.4.B. self-monitor the heart rate during exercise <u>before, during and after physical activity</u> ;	--added and reworted the KS and TEKS to develop life long healthy habits starting and to help develop physical well-being, while using current terminology.

DRAFT

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Substrand: Environmental awareness and safety practices								
Topics	KS/SE	K	1	2	3	4	5	Comments
Sun/Bike/Aquatics /Air Quality/Safety/pe destrian	KS	(5) The student understands safety practices associated with physical activity and space.	(5) The student knows and applies safety practices associated with physical activities.	(5) The student knows and applies safety practices associated with physical activities.	(5) The student knows and applies safety practices associated with physical activities.			
Sun/Bike/Aquatics /Air Quality/Safety/pe destrian	(A)		1.5.B. Describe the importance of protective equipment in preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;	2.5.B. select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing;				
Sun/Bike/Aquatics /Air Quality/Safety/pe destrian	(B)		1.5.C. describe how to protect himself/herself from harmful effects of the sun;	2.5.C. list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves;	3.5.C. identify and apply safety precautions when walking, <u>cycling</u> , jogging, and skating, or <u>moving in</u> community settings in the community such as use sidewalks, walk on the left side of street when facing traffic, wear lights/reflective clothing, and be considerate of other pedestrians;	4.5.C. describe and apply safety precautions when <u>walking</u> , cycling, and skating, or <u>moving in community settings;</u>		--added and reworted the and TEKS to develop life long healthy habits starting and to help develop physical well-being, while using current terminology. -also created a scaffolded learning for students.

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Substrand: Environmental awareness and safety practices								
Topics	KS/SE	K	1	2	3	4	5	Comments
Sun/Bike/Aquatics /Air Quality/Safety/pe destrian	(C)	K.5.D. explain <u>list</u> appropriate water safety rules such as never swim alone, never run around pools, look before you jump, enter feet first, and know the role of the lifeguard; and	1.5.D. list <u>explain</u> water safety rules and demonstrate simple extension rescue; and	2.5.D. <u>explain</u> list water safety rules and describe their importance;				--added and reworted the and TEKS to develop life long healthy habits starting and to help develop physical well- being, while using current terminology. -also created a scaffolded learning for students.
Sun/Bike/Aquatics /Air Quality/Safety/pe destrian	(D)			2.5.E. identify safe cycling and road practices; and				

Physical Education TEKS Review Work Group D Recommendations

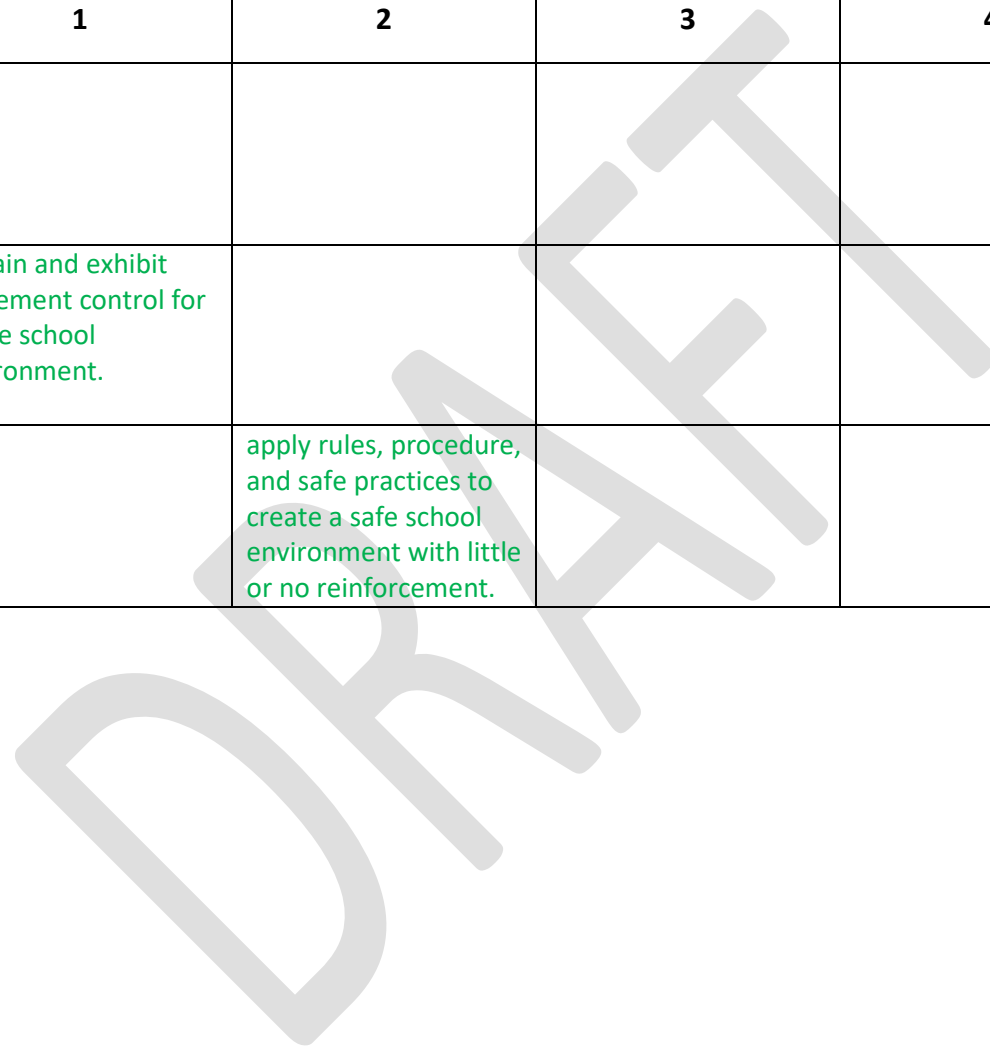
Strand: Health and Physical Activities/Fitness								
Environmental awareness and safety practices								
Topics	KS/SE	K	1	2	3	4	5	Comments
Proper Attire & Equipment Safety	(KS)	(5) The student understands safety practices associated with physical activity and space.	(5) The student knows and applies safety practices associated with physical activities.	(5) The student knows and applies safety practices associated with physical activities.	(5) The student knows and applies safety practices associated with physical activities.	(5) The student knows and applies safety practices associated with physical activities.	(5) The student knows and applies safety practices associated with physical activities.	
Proper Attire & Equipment Safety	(A)	K.5.A. use equipment and space <u>safely and</u> properly;	1.5.A. use equipment and space safely and properly;	2.5.A. use equipment and space safely and properly;	2.5.A. use equipment and space safely and properly;	2.5.A. use equipment and space safely and properly;	2.5.A. use equipment and space safely and properly;	-added K – it was missed
Proper Attire & Equipment Safety	(B)				3.5.B. select and use proper attire that promotes participation and prevents injury;	4.5.B. select and use proper attire that promotes participation and prevents injury;	5.5.B. select and use proper attire that promotes participation and prevents injury;	
Proper Attire & Equipment Safety	(C)	K.5.C. explain how proper shoes and clothing promotes safe play and prevent injury;						

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Environmental awareness and safety practices								
Topics	KS/SE	K	1	2	3	4	5	Comments
Personal Responsibility	KS						(5) The student knows and applies safety practices associated with physical activities.	
Personal Responsibility	(A)						5.5.C. describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity; to create a safe school environment.	- aligning with other safety prevention TEK terminology and national standards.
Personal Responsibility	(B)				identify ways to prevent injuries at home, in school, and in the community.	4.5.D. identify <u>and describe the benefits, potential risks, and safety factors associated with regular participation in (before, during, after) physical activities.</u>	3.5.D. <u>understand and utilize safe and appropriate</u> identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up, <u>pacing,</u> and cool-down activities <u>techniques for injury</u>	- aligning with other safety prevention TEK terminology and national standards.

Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness								
Environmental awareness and safety practices								
Topics	KS/SE	K	1	2	3	4	5	Comments
							prevention and safe participation.	
Personal Responsibility	(C)	Explain and exhibit movement control for a safe school environment.	Explain and exhibit movement control for a safe school environment.					- aligning with other safety prevention TEK terminology and national standards.
Personal Responsibility	(D)			apply rules, procedure, and safe practices to create a safe school environment with little or no reinforcement.				- aligning with other safety prevention TEK terminology and national standards.



Physical Education TEKS Review Work Group D Recommendations

Strand: Health and Physical Activities/Fitness					
Physical Fitness Knowledge (health-related fitness and skill-related fitness)					
Topics	KS/ SE	6	7	8	Comments
	KS	<p>6.3 Health and physical activities/fitness Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.</p>	<p>7.3 Health and physical activities/fitness Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.</p>	<p>8.3 Health and physical activities/fitness Physical activity and health. The student exhibits a health enhancing, physically-active lifestyle that provides opportunities for enjoyment and challenge.</p>	<p>WGD: Knowledge and Skills statements should start with “The physical literate student should know how to” In the Topic “Skills and Mechanics”, repeat all 7th and 8th grade TEKS for 6th grade</p>
Skill/ Mechanics		<p><u>identify correct movement patterns for basic physical activities such as pushups, squat, running, and stretching.</u></p>	<p>7.2.F Identify and apply basic biomechanical principles</p> <p>7.2.E make appropriate changes based on feedback</p> <p>7.2.D setect and correct errors and skill performance</p>	<p>8.2.F identify and apply basic biomechanical principles</p> <p>8.2.E make appropriate changes based on feedback</p> <p>8.2.D detect and correct errors and skill performance</p>	<p>2.D is currently identified in analyze data, but is also appropriate here.</p> <p>Divide TEK 7.2D – this topic is skills. They should be correcting the error not detecting. Detecting belongs in the analyzing topic.</p>
Fitness Principles	(A)	<p>6.3B - (B) participate in moderate to vigorous health-related physical activities on a regular basis;</p> <p>6.4A (A) describe selected long-term benefits of regular physical activity;</p> <p>6.5C (C) <u>identify include the appropriate elements of</u> warm-up and cool-down procedures regularly during for a specified activity or exercise;</p> <p>monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment;</p>	<p>7.3C (C) participate in moderate to vigorous health-related physical activities on a regular basis;</p> <p>7.4A (A) list long term physiological and psychological benefits that may result from regular participation in physical activity;</p> <p>7.4C (C) match personal physical activities to health-related fitness components;</p> <p>7.4F (F) identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity, and time, and importance of balance in muscle pairs;</p>	<p>8.4A (A) list long term physiological and psychological benefits that may result from regular participation in physical activity</p> <p>8.3E (E) participate in moderate to vigorous <u>health-related</u> physical activityies for a sustained period of time on a regular basis;</p> <p>8.4E (E) identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity and time, and importance of balance in muscle pairs;</p>	<p>Moved bottom part of 6.5C to environmental below</p> <p>Moved 6.4c to 7th grade</p> <p>Moved to Anatomy and Physiology</p>

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		<p>6.3C (C) establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness such as personal logs, group projects, and no space/or criterion-referenced tests; and,</p> <p>6.4B (B) classify activities as being aerobic or anaerobic;</p> <p>6.4C, (C) describe the effects of aerobic exercise on the heart and overall health;</p> <p>6.4D (D) analyze effects of exercise on heart rate through the use of manual pulse checking and recovery rates, heart rate monitors, perceived exertion scales, and/or computer generated data;;</p>	<p>7.4G (G) describe and predict the effects of fitness-related stress management techniques on the body;</p> <p>7.5C (C) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment;</p> <p><u>6.4C, (C) describe the effects of aerobic exercise on the heart and overall health;</u></p>	<p>8.5C (C) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment;</p> <p>8.5D (D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and</p> <p>8.3G (G) develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs;</p> <p>8.4B (B) select aerobic exercises and describe the effects on the heart and overall health;</p>	
Anatomy & Physiology	(B)	<p>6.4D (D) analyze effects of exercise on heart rate through the use of manual pulse checking, <u>and</u> recovery rates, heart rate monitors, perceived exertion scales, and/or computer generated data;</p>	<p>7.4B (B) assess physiological effects of exercise during and after physical activity;</p>	<p>8.4C (C) assess physiological effects of exercise during and after physical activity;</p> <p>8.3G, (G) develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs;</p> <p>8.4B (B) identify opportunities in the school and community for regular participation in physical activity;</p>	

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Components	(C)	<p>6.3C establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness such as personal logs, group projects, and no space/or criterion-referenced tests; and</p> <p>6.4E identify <u>each the</u> health-related fitness components and describe how each component participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impacts personal fitness;</p>	<p>7.3D evaluate personal fitness goals and make appropriate changes for improvement; and</p> <p>7.4C match personal physical activities to health-related fitness components;</p>	<p>8.3F maintain healthy levels of flexibility;</p> <p>8.3G develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs;</p>	6.3C Moved to design and implement
Fitness Programs	(D)		<p>7.4F identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity, and time, and importance of balance in muscle pairs;</p>	<p>8.4E identify and apply basic weight training principles and safety practices such as appropriate goals, appropriate weight and repetitions, body alignment, principle of frequency, intensity and time, and importance of balance in muscle pairs;</p>	

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Substrand: Personal Assessment and program planning					
Topics	KS/S E	6	7	8	Comments
Analyze (data, performance, goals)	KS	6.3C (C) establish and monitor progress toward appropriate personal fitness goals in each of the components of health-related fitness such as personal logs, group projects, and norm space/or criterion referenced tests; and	7.2C (C) describe the importance of goal setting in improving skill; 7.2D (D) detect and correct errors in personal or partner's skill performance; 7.4D, (D) analyze the strength and weaknesses of selected physical activities; 7.5D, (D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and 7.3D, (D) evaluate personal fitness goals and make appropriate changes for improvement; and	8.2C, (C) describe the importance of goal setting in improving skill; 8.1D, (D) perform selected folk, country, square, line, creative, and/or aerobic dances; 8.3H, (H) evaluate personal fitness goals and make appropriate changes for improvement; and 8.5D (D) analyze exercises for their effects on the body such as beneficial/potentially dangerous; and	
Design & Implement	(A)	<u>With assistance, create and implement a physical fitness program to improve cardiovascular endurance</u>	<u>Create and implement a physical fitness program to improve at least two components of health-related physical fitness</u>	<u>Create and implement a physical fitness program to improve all five components of health-related physical fitness</u>	
Monitor	(C)	6.3C (C) <u>With assistance, establish and</u> monitor progress toward appropriate personal fitness goals <u>related to cardiovascular endurance</u> in each of the components of health-related fitness <u>using tools</u> such as personal logs, group projects, and norm space/ or criterion referenced tests; and	<u>WGC:</u> 6.3C (C) establish and monitor progress toward appropriate personal fitness goals <u>related to at least two components of health-related physical fitness using tools</u> in each of the components of health-related fitness such as personal logs, group projects, and norm space/ or criterion referenced tests; and	<u>WGC:</u> 6.3C (C) establish and monitor progress toward appropriate personal fitness goals in each of the <u>all five</u> components of health-related fitness <u>using tools</u> such as personal logs, group projects, and norm space/ or criterion referenced tests; and	

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Topics	KS/S E	6	7	8	Comments
Correlation between food and energy	(D)	<p>6.4F, (F) identify specific foods that contain protein, vitamins, and minerals that are key elements to optimal body function;</p> <p><u>Identify the macronutrients (carbs, fats, and proteins)</u></p>	<p>7.4E, (E) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;</p> <p>7.4H, (H) explain the effects of eating and exercise patterns on weight control, self-concept and physical performance; and</p> <p><u>Calculate the contribution of macronutrients in food (calories per gram)</u></p>	<p>8.4G (G) explain the effects of eating and exercise patterns on weight gain, loss and maintenance control, self-concept, and physical performance; and</p> <p>8.4D, (D) identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function;</p> <p>Revised and was moved to healthy and unhealthy foods</p>	
Healthy and unhealthy foods		<u>identify macronutrient-rich foods</u>	<u>apply knowledge of macronutrients to the process of food selection</u>	<u>apply knowledge of macronutrients to the process of personal food selection</u>	
Hydration		<u>define hydration and identify ways to prevent dehydration</u>	<u>estimate hydration needs based on exercise, sweating, and body size</u>	<u>calculate hydration needs based on exercise, sweating, and body size</u>	
Nutritional replacements and supplements		*6.4G (HealthTEKS),	7.4I, (I) recognize the effects of substance abuse on personal health and performance in physical activity.	8.4H (H) recognize the effects of substance abuse on personal health and performance in physical activity.	

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Topics	KS/S E	6	7	8	Comments
Personal Tracking (fitness, assessment, nutrition)		WGC 7.3E, select and use appropriate available technology tools to evaluate, monitor, and improve physical performance development .	7.3E, (E) select and use appropriate available technology tools to evaluate, monitor, and improve physical performance development .	8.31 (I) select and use appropriate available technology tools to evaluate, monitor, and improve physical performance development .	
Monitoring and Evaluating performance		6.3D identify and know how to use technological tools used for measuring and monitoring fitness parameters such as computer programs, heart rate monitors, skin-fold calipers, and impedance testing equipment.	7.3E (E) select and use appropriate technology tools to evaluate, monitor, and improve physical development.	8.31 (I) select and use appropriate technology tools to evaluate, monitor, and improve physical development.	
Sun/Bike/Aquatics/Air quality Safety/pedestrian		6.5E (E) explain water safety and basic rescue procedures.	7.5E, (E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	8.5E (E) recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	
Proper Attire & Equipment Safety		6.5A, (A) use equipment safely and properly; 6.5B, (B) select and use proper attire that promotes participation and prevents injury;	7.5A, (A) use equipment safely and properly; 7.5B, (B) select and use proper attire that promotes participation and prevents injury;	8.5B (B) select and use proper attire that promotes participation and prevents injury; 8.5A (A) use equipment safely and properly;	
Injury Preventions		6.5 C, (C) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment;	7.5B, (B) select and use proper attire that promotes participation and prevents injury; 7.5C, (C) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment;	8.5C (C) include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as wind, cold, heat, and insects; and recommend prevention and treatment;	

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Topics	KS/SE	6	7	8	Comments
		6.5D, (D) identify potentially dangerous exercises and their adverse effects on the body; and		8.5B (B) select and use proper attire that promotes participation and prevents injury;	
Personal responsibility		*6.4H (Health) <u>independently apply rules, procedures, and safe practices to create a safe environment for physical education classes.</u>	<u>identify rules, procedures, and safe practices to create a safe environment for physical activities in and out of school.</u>	<u>identify rules, procedures, and safe practices to create a safe environment for physical activities for yourself and others in and out of school.</u>	

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