

NASPE Benchmarks/Outcomes/TEKS Physical Education Progressions

Movement Concepts...Space Awareness (where the body moves—general or personal space, direction, level, pathways, planes).											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
<p>1. Travel, in different ways, in a large group without bumping into others or falling.</p> <p>2. Travel, in forward and sideways directions, and change direction quickly in response to a signal.</p> <p>3. Distinguish between straight, curved and zigzag pathways while traveling in various ways.</p> <p>4. Place a variety of body parts</p>	<p>1. Show the boundaries or limits to their self-space, when alone and when using equipment.</p> <p>2. Find a self-space on their own in a large bounded area.</p> <p>3. Stop and start traveling in response to a signal, showing the ability to travel and stop in self-space.</p> <p>4. Move a variety of ways in different directions.</p>	<p>1. Travels in different ways in a large group.</p>	<p>1. Travel in backward direction and change direction quickly, and safely, without falling.</p> <p>2.* Combine various traveling patterns in time to the music.</p> <p>3.* Travel, changing speeds and directions, in response to a variety of rhythms.</p> <p>4.* Combine shapes, levels, and pathways into simple sequences.</p>	<p>1. Find self-space in a bounded area.</p> <p>2. Purposefully keep out of others' self-space as they travel with or without equipment.</p> <p>3. Stop and start traveling at a given signal, showing the ability to stop and travel in their own self-space.</p> <p>4. Move a variety of body parts and objects into different levels.</p> <p>5. Manipulate</p>	<p>1. (1st)Demonstrates an awareness of personal and general space while moving at different directions and levels (high, med, low).</p> <p>2. (1st) Demonstrates control in traveling and balancing activities.</p> <p>3. (2nd)Travels independently in a large group while safely and quickly changing speed and direction.</p> <p>4. (2nd) Combines shapes, levels and pathways into simple sequences.</p>	<p>1. While traveling, avoid or catch an individual or object.</p>	<p>1. Change directions and pathways as they move through general space, in order to not collide with others.</p> <p>2. Define, refine, and perform dance and gymnastics sequences that focus on changes in direction, levels, pathways, and extensions (using one or a combination of two at a time).</p>	<p>1. (3rd) Travels in forward, backwards directions and changes direction quickly and safely in dynamic situations.</p> <p>2.* (4th) Demonstrates changes in speed during straight, curved and zigzag pathways in dynamic situations.</p>	<p>1.* Design and perform gymnastics and dance sequences that combine traveling, rolling, balancing, and weight transfer into smooth, flowing sequences with intentional changes in direction, speed and flow.</p>	<p>1. Purposefully use pathways, levels, directions and extensions to change the continuity or flow and add variety to a gymnastics or dance sequence.</p> <p>2. Purposefully use general space to create or deny space when developing or using game strategies.</p>	<p>1. (5th) Demonstrates appropriate use of levels in dynamic movement situations (jumping high for a rebound, bending knees and lowering center of gravity when guarding an opponent).</p> <p>2.* (6th) Use relationships, levels, speed, direction, and pathways effectively in complex group and individual physical activities such as crouching low for</p>

Movement Concepts...Space Awareness (where the body moves—general or personal space, direction, level, pathways, planes).

Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
into high, middle and low levels.	<p>5. Put a variety of body parts and objects into different levels.</p> <p>6. Move on straight and zigzag pathways.</p>			<p>different objects through different levels.</p> <p>6. Travel and change from one pathway to another at the signal.</p> <p>7. Design and perform simple sequences that focus on changes in directions, levels, pathways, and shapes (using one or a combination of two at a time).</p> <p>8. Travel in different ways while using large and small extensions.</p>							<p>volleyball digs, stretching high during lay-ups, positioning for a soccer pass, or passing ahead of a receiver.</p>

Movement Concepts...Body Awareness (shapes, balance or weight bearing, transfer of body weight, flight).

Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
<p>1. Make both large and small body shapes while traveling.</p> <p>2. Without falling, walk forward and sideways the length of a bench.</p> <p>3. Form round, narrow, wide, and twisted body shapes alone and with a partner.</p>	<p>1. Make the different body shapes.</p> <p>2. Travel while moving in a variety of body shapes.</p> <p>3. Use different combinations of body parts to balance on and travel with.</p> <p>4. Move using various body movements</p>	<p>1. Maintains balance while bearing weight on a variety of body parts.</p> <p>2.* Walks forward and sideways the length of a beam without falling.</p>	<p>1. Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.</p> <p>2. Combine shapes, levels and pathways into simple sequences.</p> <p>3.* Move feet into a high level by placing the weight on the hands and landing with control.</p>	<p>1. Use different body parts required by different challenges, alone and with a partner.</p> <p>2. Mirror the symmetrical or non-symmetrical shape of a partner.</p> <p>3. Use a variety of bases of support (body parts) to balance on.</p> <p>4. Make the different body shapes, with and without a partner.</p> <p>5. Perform different body movements</p>	<p>1. (1st) Demonstrates control in balancing and traveling activities.</p> <p>2. (2nd) Demonstrates balance in symmetrical and nonsymmetrical shapes from different basis of support.</p> <p>3. (2nd) Demonstrates controlled weight transfers with controlled landing.</p>	<p>1. Transfer weight, from feet to hands, at fast and slow speeds, using large extensions (mulekick, handstand, cartwheel).</p> <p>2. Balance with control on a variety of moving objects (balance boards, skates, scooters).</p>	<p>1. Move the body in the air using various body movements and shapes after jumping off low or medium level equipment.</p> <p>2. Use different body shapes and body movements to creatively express the various qualities of effort (force, flow, speed).</p> <p>3. Design, refine and perform group dance and gymnastics sequences that focus on using symmetrical or nonsymmetrical body shapes.</p>	<p>1. (3rd) Demonstrates moving in and out of balance with control.</p> <p>2. (4th) Smoothly combines shapes, levels, pathways, and locomotor patterns into repeatable sequences.</p> <p>3. (4th) Performs sequences that include traveling showing good body control combined w/ stationary balances on a variety of body parts.</p> <p>4.* (4th)</p>	<p>1.* Design and perform gymnastics and dance sequences that combine traveling, rolling, balancing and weight transfer into smooth, flowing sequences with intentional changes in direction, speed, and flow.</p>	<p>1. Design, refine and perform dance or gymnastics sequences in a small group focusing on using different body shapes and body movements.</p>	<p>1.* (5th) Demonstrates controlled balance on a variety of objects (balance board, stilts, scooters, skates).</p> <p>2.* (5th) Combines weight transfer and balance on mats and equipment.</p> <p>3.* (6th) Perform sequences that combine traveling, rolling, balancing and weight transfer into smooth, flowing sequences.</p>

Movement Concepts...Body Awareness (shapes, balance or weight bearing, transfer of body weight, flight).

Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
				to a series of beats of varying tempos (fast, slow etc.) 6. Make the different body shapes in the air when jumping off the ground or low-level equipment. 7. Design and perform simple sequences that focus on body shapes or body movements.				Transfers weight along and over equipment with good body control.			

Movement Concepts...Qualities of Movement (how the body moves –time, speed, force flow)

Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
1.* Demonstrate clear contrasts between slow and fast	1. Make fast and slow movements with various body parts.	1. Demonstrates clear contrasts between slow and fast	1. Travel, changing speeds and directions, in response to a	1. Perform different body movements in time to a	1. (1st) Claps in time to a simple 4/4 underlying	1.* Transfer weight from feet to hands, at fast and slow speeds,	1. Move in a variety of ways that focus on accelerating	1. (3rd) Clap echoes a variety of one measure rhythmical	1. Describe ways to use the body and movement activities to	1. Use qualities of force, flow and speed to creatively express	1.* (5th) Demonstrates attention to form, power, accuracy, and

Movement Concepts...Qualities of Movement (how the body moves –time, speed, force flow)											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
speeds while traveling.	<p>2. Travel in various was at fast and slow speeds.</p> <p>3. Travel and change from one speed to another at a signal.</p>	movement while traveling.	<p>variety of rhythms.</p> <p>2.* Combine various travel patterns in time to music.</p>	<p>signal or music of varying tempos or speeds.</p> <p>2. Manipulate and object in time to a signal or music of varying tempos or speeds.</p> <p>3. Safely changes from one speed to another when traveling to a signal or music of varying tempos.</p> <p>4. Move in various ways showing definite contrasts of light and strong force.</p> <p>5. Express the qualities of</p>	<p>beat.</p> <p>2. (1st) Creates and imitates movement in response to selected rhythms.</p> <p>3. (2nd) Walks in time to a 4/4 underlying beat.</p> <p>4. (2nd) Performs rhythmical sequences (simple folk, creative, ribbon routines).</p> <p>5. (2nd) Travels (walk, run, skip) while changing speeds and directions inn time to a variety of rhythms.</p>	<p>using large extensions (mulekick, handstand, cartwheel).</p> <p>2. Develop patterns and combinations of movements into repeatable sequences.</p>	<p>and decelerating their speed.</p> <p>2. Move in various ways using definite contrasts of bound and free-flowing movements.</p> <p>3. Use the specific qualities of force, flow or speed to creatively express feelings, ideas and actions through dance and other expressive movement sequences.</p> <p>4. Design, refine and perform dance and gymnastics sequences</p>	<p>patterns.</p> <p>2. (3rd) Demonstrates various step patterns and combinations of movement into repeatable sequences.</p> <p>3.* (4th) Demonstrates changes in speed during straight, curved, and zigzag pathways in dynamic situations.</p> <p>4. (4th) Creates a movement sequence with a beginning, middle and end.</p> <p>5. (4th) Performs basic folk dance steps (grapevine, schottische,</p>	<p>communicate ideas and feelings.</p> <p>2.* Recognize that time and effort are prerequisites for skill improvement and fitness benefits.</p>	<p>feelings, ideas and actions of the self, others, or groups of others through the use of body shapes.</p> <p>2. Design, refine and perform gymnastics and dance sequences that show smooth transitions between movements varying in force, flow and speed.</p> <p>3. Manipulate objects (kick, throw) using varied amounts of force, flow and speed appropriate to the given situation.</p>	<p>follow-though in the performance of movement skills.</p> <p>2. (5th) Performs simple folk dances.</p> <p>3.* (6th) Performs locomotor skills in dynamic, fitness, sport and rhythmic activities.</p> <p>4. (6th) Move in time to complex rhythmical patterns such as 3/4 time or 6/8 time.</p>

Movement Concepts...Qualities of Movement (how the body moves –time, speed, force flow)											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
				light and strong force through a variety of creative dance or gymnastics sequences. 6. Express the qualities of fast and slow speed through a variety of creative dance or gymnastics sequences.			that focus on changes in force, flow and speed. 5. Manipulate objects (kick, throw) using varied amounts of force and speed.	step-together-step).			

Movement Concepts...Relationships (to whom and what the body relates—among body parts, w/ objects and/or people, with people)											
Kindergarten			Grades1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
1. Travel, demonstrating a variety of relationships with objects (over, under, around, through, behind, along-side).	1. Demonstrate a variety of relationships with a stationary partner or object. 2. Travel while demonstrating	1. Demonstrates a variety of relationships (under, over, around, through, alongside, behind, up, down, in front of).	1. NONE	1. Move in a variety of ways in relations to a stationary partner or object. 2. Mirror the shape and	1. (1 st) Demonstrates the ability to work with a partner (leading and following). 2. (2 nd) Demonstrates	1. Recognize fundamental components and strategies used in simple games and activities. 2. Identify ways	1. Move in a variety of ways in relation to a partner, either with or without a piece of equipment. 2.	1. (4 th) Identifies ways movement concepts (time, effort, space, relationships) can be used to refine	1. Design and play small-group games that involve cooperating with others to keep an object away from opponents	1. Use a variety of relationships with a partner or group when designing, refining, and performing repeatable	1. (5 th) Demonstrates the ability to contrast a partner’s movement. 2.* (6 th) Use relationships, levels, speed, direction, and

Movement Concepts...Relationships (to whom and what the body relates—among body parts, w/ objects and/or people, with people)											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
	<p>a variety of relationships to stationary objects.</p> <p>3. Move different objects in a variety of relationships to the self.</p> <p>4. Lead or follow a partner using a variety of locomotor movements.</p>			<p>movements of a stationary partner.</p> <p>3. Change from leading to a following position in relation to a partner.</p>	<p>a variety of relationships in dynamic movement situations (under, over, behind, through, alongside, next to, up, down, in front of).</p> <p>3. (2nd) Demonstrates the ability to mirror a partner.</p>	<p>movement concepts can be used to refine movement skills.</p>	<p>Mirror and match the movements of a traveling partner.</p> <p>3. Use matching or mirroring and meeting or parting to design and perform dance or gymnastics sequences with a partner or small group.</p> <p>4. Design, refine, and perform a repeatable sequence with a partner in which the movements of an object (scarf, wand) are matched as clearly as possible.</p>	<p>motor skills.</p> <p>2. (4th) Makes appropriate changes in performance based on feedback.</p>	<p>(basic offensive and defensive strategies) by throwing, kicking or dribbling a ball).</p>	<p>dance, gymnastics, or rope-jumping sequences (behind, beside, mirroring, matching).</p> <p>2. Use a variety of relationships with others in order to play or design a small-group game.</p>	<p>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.</p> <p>3. (6th) Know that appropriate practice in static and dynamic setting, attention and effort are required when learning movement skills.</p> <p>4. (6th) Make appropriate changes in performance based on feedback to improve skills.</p> <p>5. (6th) Practice in ways that are appropriate for</p>

Movement Concepts...Relationships (to whom and what the body relates—among body parts, w/ objects and/or people, with people)											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
											learning skills, such as whole/part/whole, shorter practice distributed over time is better than one long session, or practicing is best in game-like conditions.

Movement Concepts...Locomotor Skills (walking, running, hopping, skipping, jumping, leaping, sliding, galloping)											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
1. Walk and run using a mature motor pattern.	1. March in step to a rhythmical (even) beat. 2. Jump and hop (using both feet) in place and while traveling. 3. Gallop forward using a basic or rhythmical galloping	1. NONE	1. Skip, hop, gallop and slide, using mature motor patterns. 2.* Jump and land using a combination of one-foot and two-foot takeoffs.	1. Travel and change from one locomotor movement to another at the signal. 2. Travel to a signal or music with an even rhythm (walk, run, hop, jump and march). 3.	1. (1 st) Demonstrates proper foot patterns in hopping, jumping, skipping, leaping, galloping, and sliding. 2. (2 nd) Demonstrates mature form in walking, hopping and	1. Leap, leading w/ either foot. 2.* Jump and land for height as well as jump and land for distance using a mature movement pattern.	1. Leap a variety of distances, leading with either leg. 2. Run and hurdle a succession of low to medium level obstacles, using either leg to lead. 3. Travel and	1. (3 rd) Demonstrates proper form and smooth transitions during combinations of fundamental locomotor and body control skills (running into jump) safely in dynamic situations.	1.* Leap, roll, balance, transfer weight, bat, volley, hand and foot dribble, and strike a ball with a paddle, using mature motor patterns.	1. Run and leap as far, and as high as possible. 2. Run and leap a succession of medium-level obstacles without stopping between. 3. Design, refine and perform	1. (5 th) Demonstrates smooth combinations of fundamental locomotor skills (run and dodge, hop-step-jump). 2. (5 th) Demonstrates simple stunts that exhibit

Movement Concepts...Locomotor Skills (walking, running, hopping, skipping, jumping, leaping, sliding, galloping)											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
	<p>pattern.</p> <p>4. Slide sideways using a basic or rhythmical skipping pattern.</p> <p>5. Skip forward using a basic or rhythmical skipping pattern.</p> <p>6. Leap from one foot to the other.</p>			<p>Travel to a signal or music with an even rhythm (slide, gallop, skip).</p> <p>4. Perform given or self-designated simple sequences that combine even and uneven locomotor movements into counted-out groups of 3, 4, or 8 beats.</p> <p>5. Practice leaping, using either foot to lead.</p> <p>6. Jump and hop in place while traveling and in relation to an object.</p> <p>7. Design a simple</p>	<p>skipping.</p> <p>3.* (2nd) Demonstrates simple stunts that exhibit personal agility (jumping-one foot and two foot takeoffs and landing with good control).</p>		<p>smoothly change directions or movements to music with sets (measures) of three or four beats.</p> <p>4. Combine two or more even and uneven locomotor movements into a pattern that can be repeated to music with 3 or 4 beat groupings (1,2,3,4; 1,2,3,4).</p> <p>5. Combine two or more movement patterns based on sets of either 3 or 4 beats into repeatable sequences of traveling, manipulating</p>	<p>2. (3rd) Demonstrates mature form in jogging, running and leaping.</p> <p>3.* (4th) Demonstrates body control in jumping and landing (land on feet, bends knees and absorbs force).</p> <p>4.* (4th) Jumps and lands for height and jumps and lands for distance using key elements for creating and absorbing force (bending knees, swinging arms, extending, bending</p>		<p>small-group sequences comprised of even and uneven rhythmic patterns of locomotor movements, body movements, and the use of an object to groups of 3 or 4 beats (3/4 or 4/4 time).</p> <p>4. Follow (solo, with a partner, or with a group) given simple patterns of locomotor skills to 3/4 and 4/4 music from various cultures.</p>	<p>personal agility (jumping challenges with proper landings).</p> <p>3.* (5th) Demonstrates combinations of locomotor and manipulative skills in complex and/or game-like situations (pivot and throw, twist and strike, run and catch).</p>

Movement Concepts...Locomotor Skills (walking, running, hopping, skipping, jumping, leaping, sliding, galloping)											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
				sequence using locomotor and body movements to counted-out beats.			an object, and space awareness concepts (such as levels or pathways) to a counted-out beat or music.	knees).			

Movement Concepts...Nonlocomotor Skills (bending, twisting, turning, rocking, swaying, pulling, pushing)											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
1.* Identify selected body parts, skills and movement concepts.	NONE	1. Demonstrates non-locomotor (axial) movements. 2.* Identifies selected body parts (head, ankle, back, chest, waist, hips, arms, elbows, wrist, hand, knees, feet, toes).	1. Move each joint through a full range of motion. 2.* Participate in a variety of activities that involve locomotion, nonlocomotion, and the manipulation of various objects.	NONE	NONE	1. Maintain proper body alignment in lifting, carrying, pushing, and pulling.	NONE	1. (3 rd) Demonstrates proper body alignment in lifting, carrying, pushing, and pulling.	NONE	NONE	1. (5 th) Demonstrates combinations of locomotor and manipulative skills in complex and/or game-like situations (pivot and throw, twist and strike, run and catch).

Movement Concepts...Jumping and Landing											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
<p>1. Continuously jump a swinging rope turned by others.</p>	<p>1. Jump and land using a variety of takeoff and landing patterns (two feet to two feet, two feet to one foot, one foot to one foot, one foot to two feet).</p> <p>2. Jump a slowly swimming rope using a two feet to two feet pattern.</p>	NONE	<p>1. Repeatedly jump a self-turned rope.</p>	<p>1. Jump and land using a variety of takeoffs and landings in relation to various equipment (hoops, low hurdles, rope shapes, carpet squares).</p> <p>2. Jump a swinging rope with yielding landings.</p> <p>3. Jump a self-turned rope both forward and backward with yielding landings.</p> <p>4. Jump a self-turned rope in at least three different ways (forwards, backwards, skip step,</p>	<p>1. (1st) Jumps a long rope.</p> <p>2. (2nd) Repeatedly jumps a self-turned rope.</p> <p>3.* (2nd) Identifies similar movement concepts in a variety of skills (straddle position, ready position, ready position, bending knees to</p>	<p>1. Without hesitating, travel into and out of a rope turned by others.</p> <p>2.* Jump and land for height and distance.</p>	<p>1. Jump for distance.</p> <p>2. Jump for height.</p> <p>3. Jump a self-turned rope using buoyant landings.</p> <p>4. Jump a self-turned rope using at least five different types of jumps (hop, skip, jump, skier etc.).</p> <p>5. Jump into and out of a turning rope.</p>	<p>1.* (4th) Jumps and lands for height and distance using key elements (bending knees, absorbing force, swinging arms).</p> <p>2. (4th) Without hesitating, travels into and out of a rope turned by others.</p>	<p>1. Design; refine a routine, combining various jump rope movements to music, so that it can be repeated without error.</p>	<p>1. Jump a self turned rope using as many different types of jumps as possible (skier, bell etc.).</p> <p>2. Perform jumping skills in 3/4 or 4/4 time, using ropes, tinkling sticks etc.</p> <p>3. Design and refine a repeatable routine with a partner or a small group using various jumping skills, other movements, and objects to 3/4 or 4/4 time.</p>	<p>1. (5th) Repeatedly jumps a rope using various rhythms and foot patterns.</p> <p>2. (6th) Design and refine a jump rope routine to music.</p>

Movement Concepts...Jumping and Landing											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
				fast, running skip-step).							

Movement Concepts...Chasing, Fleeing and Dodging											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
<p>1.* Travel, in different ways, in a large group without bumping into others or falling.</p>	<p>1. Travel and make straight, curved, and zigzag pathways.</p> <p>2. Travel around stationary obstacles without touching them.</p> <p>3. Follow the pathway that their partner makes.</p>	<p>1.* Travels in different ways in large group without bumping into others or falling.</p> <p>2.* Responds to starting and stopping signals.</p>	<p>1. Demonstrate skills of chasing, fleeing and dodging to avoid or catch others.</p>	<p>1. Follow a fleeing partner's pathways to catch or overtake them.</p> <p>2. Flee from a partner as quickly as possible at a signal.</p> <p>3. Travel and change directions as quickly as possible at a signal.</p> <p>4. Quickly perform dodging skills at a signal.</p>	<p>1.* (1st) Demonstrates control in balancing and traveling activities.</p> <p>2.* (1st) Demonstrates the ability to work with a partner (leading and following).</p> <p>3.* (1st) Demonstrates starting and stopping signals, boundaries and rules for simple games.</p> <p>4. (2nd) Demonstrates</p>	<p>1. While traveling, avoid or catch an individual or object.</p>	<p>1. Travel and dodge stationary opponents.</p> <p>2. Use dodging skills in a small-group situation to avoid a thrown soft, lightweight object.</p>	<p>1.* (3rd) Travels in forward, sideways and backwards directions and changes direction quickly and safely in dynamic situations.</p> <p>2. (3rd) While traveling, appropriately avoids or catches an individual or object (catches a football on the run).</p>	<p>1.* Consistently throw and catch a ball while being guarded by an opponent.</p>	<p>1. Cooperatively devise strategies to keep opponents from reaching a specified area, person, or object.</p> <p>2. Cooperatively play a designed or given small-group game w/ opponents that involves throwing and catching with dodging, chasing and fleeing.</p>	<p>1.* Throw and catch a ball consistently while guarded by an opponent.</p>

Movement Concepts...Chasing, Fleeing and Dodging											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
					skills of chasing, fleeing and dodging to avoid or catch others. 5.* (2 nd) Identifies goals to be accomplished (not getting tagged) and strategies (dodging to avoid tagging) in simple games and activities.						

Movement Concepts...Rolling											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
1. Roll sideways (right or left) without hesitating or stopping.	1. Roll sideways consecutively. 2. On the back, rock back and forth and side to side.	1. Roll sideways (right or left) without hesitating.	1. Roll smoothly in a forward direction without stopping or hesitating.	1. Roll smoothly and consecutively in a sideways direction. 2. Rock smoothly and repeatedly back and	1. (2 nd) Demonstrates smooth transition from one body part to the next in rolling activities (side roll, log	1. Roll in backward direction without hesitating or stopping.	1. Roll, starting and ending in different shapes and using different speeds. 2. Roll forward over a low	1. (3 rd) Demonstrates control and appropriate form (curled position, protection of neck) in rolling activities	1.* Leap, roll, balance, transfer weight, bat, volley, hand and foot dribble, and strike with a paddle, using mature motor	1. Roll smoothly in a forward and backward direction. 2. Use different shapes to begin and end rolls when	1. (5 th) Combines traveling and rolling with smooth transitions. 2.* (6 th) Perform sequences that combine

Movement Concepts...Rolling											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
				<p>forth on the back.</p> <p>3. Roll forward smoothly.</p> <p>4. Roll in at least two different directions.</p> <p>5. Starting from a squatting position, rock backward, placing hands in the appropriate position behind.</p> <p>6. Jump, land, and roll in any direction.</p>	<p>roll, balance/curl, and roll/balance in a new position).</p> <p>2.* (2nd) Identifies similar movement concepts in a variety of skills (straddle position, ready position, ready position, bending knees to absorb force).</p>		<p>hurdle, starting with hands on or off the floor.</p> <p>3. Jump off low equipment, land, and roll.</p> <p>4. Design, refine, and perform (alone or with a partner) simple sequences involving rolling, weight transfers, balances and concepts (levels, shapes, directions, speed).</p>	(forward roll, shoulder roll, safety rolls).	patterns.	<p>rolling in different directions.</p> <p>3. Balance in a variety of upright or inverted positions, move smoothly into a roll, then balance again.</p> <p>4. Travel, jump over low equipment, land and roll.</p> <p>5. Jump off the ground or low equipment to catch an object thrown directly to them, land and roll.</p> <p>6. Roll forward or backward on low equipment (bench, beam or table).</p>	<p>traveling, rolling, balancing, and weight transfer into smooth, flowing sequences.</p>

Movement Concepts...Rolling											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
										7. Design, refine, and perform repeatable sequences (with a partner or in a small group) involving rolling and other skills (such as traveling, balancing and weight transfers.	

Movement Concepts...Balancing											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
1.* Without falling, walk forwards and sideways the length of a bench.	1. Balance on a variety of combinations of body parts. 2. Travel and stop in balanced positions. 3. Follow different pathways	1.* Walks forward and sideways the length of a beam without falling.	1.* Balance, demonstrating momentary stillness, in symmetrical and asymmetrical shapes on a variety of body parts.	1. Balance on different numbers of bases of support. 2. Balance using a variety of symmetrical and asymmetrical	1.* (1 st) Demonstrates control in balancing and traveling activities. 2. (2 nd) Demonstrates balance in symmetrical and	1.* Balance, with control on a variety of moving objects (balance boards, skates, scooters).	1. Balance in a symmetrical or asymmetrical shape on large gymnastics equipment (beams, tables, benches). 2. Move smoothly from one balanced	1.* (3 rd) Demonstrates moving in and out of balance with control. 2.* (4 th) Performs sequences that include traveling	1.* Leap, roll, balance, transfer weight, bat, volley, hand and foot dribble, and strike a ball with a paddle, using mature motor	1. Balance on low equipment (tables, benches) in positions using a variety of bases of support. 2. Balance with	1.* (5 th) Demonstrates controlled balance on a variety of objects (balance board, stilts, scooters, skates). 2.* (6 th)

Movement Concepts...Balancing												
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6			
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	
	while moving forward and sideways on the ground or on low equipment.			body shapes, either with or without a partner. 3. Balance using a variety of inverted symmetrical or asymmetrical body shapes. 4. Balance while traveling and changing directions and levels on low or medium level equipment. 5. Design and perform simple sequences involving balancing along with other skills (weight transfers, rolling) or	nonsymmetrical shapes from different bases of support.		position to another in a variety of ways. 3. Balance on a variety of moving and other balancing objects (stilts, balance boards)(dynamic balance). 4. Balance in inverted positions using the least number of bases of support possible. 5. Balance in a variety of positions using different bases of support and directions when on large gymnastics equipment. 6. Cooperatively balance as part of a small group by connecting with or	showing good body control combined with stationary balances on a variety of body parts.		patterns.	partners using principles of counter-balance (pushing) and counter-tension (pulling).	Performs sequences that combine traveling, rolling, balancing and weight transfer into smooth, flowing sequences.

Movement Concepts...Balancing											
Kindergarten			Grades ½			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
				concepts (levels, shapes).			supporting each other's body weight.				

Movement Concepts...Weight Transfer											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
NONE	<ol style="list-style-type: none"> Transfer weight from one body part to another in a variety of ways, using rocking, rolling, and feet-to-hand actions with small extensions. Take weight momentarily onto the hands by transferring weight from feet-to-hands with large extensions. 	NONE	<ol style="list-style-type: none"> * Move feet into a high level by placing the weight on the hands and landing with control. Manage own body weight while hanging and climbing. 	<ol style="list-style-type: none"> Transfer weight from one set of body parts to another in a variety of ways. Transfer weight over low equipment (hurdles, hoops, mats) in a variety of ways, beginning with hands on the opposite side of the hurdle. Transfer weight from feet-to-hands, 	<ol style="list-style-type: none"> * (2nd) Demonstrates controlled weight transfers (feet to hands with controlled landing). 	<ol style="list-style-type: none"> * Transfer weight, from feet to hands, at fast and slow speeds, using large extensions (mulekick, handstand, cartwheel). 	<ol style="list-style-type: none"> Transfer weight from one body part to another (hands, knees, feet) in a variety of ways when on a large apparatus (climbing apparatus, bars). Use safe methods to recover from unstable feet-to-hand transfers of weight. Use a variety of body actions to 	<ol style="list-style-type: none"> (3rd) Transfers on and off equipment with good body control (boxes, benches, stacked mats, horizontal bar, balance beam). * (4th) Transfers weight along and over equipment with good body control. 	<ol style="list-style-type: none"> * Design and perform gymnastics and dance sequences that combine traveling, rolling, balancing and weight transfer into smooth, flowing sequences with intentional changes in direction, speed and flow. 	<ol style="list-style-type: none"> Travel and smoothly move into transfers of weight from feet-to-hands. Travel into a spring takeoff and then transfer weight onto a large apparatus (bars, beam, vault box). Transfer weight off low apparatus (beam, bench, table) using a variety of body actions, starting with 	<ol style="list-style-type: none"> * (5th) Combines weight transfer and balances on mats and equipment. * (5th) Identifies common phases (preparation, movement, follow through or recovery) in a variety of movement skills (tennis serve, handstand, free throw). * (6th)

Movement Concepts...Weight Transfer											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
				<p>making the legs land in different places around the body.</p> <p>4. Transfer weight across a mat in as many ways as possible.</p> <p>5. Transfer weight by traveling into a spring takeoff.</p>			<p>move into and out of a variety of transfers of weight from feet-to-hands with large extensions (stretching legs wide, torso twisting, rolling curving feet over to land on one or two feet).</p> <p>4. Step into transfers of weight from feet-to-hands over low equipment or apparatus (box, crate, beam).</p> <p>5. Transfer weight in various ways off low equipment or apparatus (beam, bench,</p>			<p>hands and feet stationary on the apparatus (stretching, twisting, turning).</p> <p>4. Transfer weight in a variety of ways along low to medium level apparatus (beam, benches) in a variety of ways, using changes in directions, levels, speeds, and body shapes.</p>	<p>Performs sequences that combine traveling, rolling, balancing and weight transfer into smooth, flowing sequences.</p>

Movement Concepts...Weight Transfer											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
							box) onto floor level, starting with hands on the floor. 6. Use balances to move smoothly into and out of different transfers of weight. 7. Travel into a spring takeoff and then transfer weight from the feet-to-hands onto low to medium level equipment or apparatus (beam, bench, table). 8. Transfer weight onto low to medium level equipment or apparatus by placing the				

Movement Concepts...Weight Transfer											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
							hands on equipment and springing off from two feet (land on hands and feet or knees).				

Movement Concepts...Dribbling with the Hands											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
<p>1.* Toss and catch a ball before it bounces twice.</p> <p>2. Use two hands to bounce and catch a ball while slowly traveling forward.</p>	<p>1. Use two hands to bounce and catch a large playground ball.</p> <p>2. Use two hands to bounce and catch a ball while slowly traveling forward.</p>	<p>1.* Toss a ball and catch it before it bounces twice.</p>	<p>1.* Continuously dribble a ball, using the hands or feet without losing control.</p>	<p>1. Dribble a ball in self-space using one, then the other hand.</p> <p>2. Dribble a ball in self-space while switching from one hand to the other.</p> <p>3. Dribble a ball in self-space at the different levels.</p> <p>4. Dribble while</p>	<p>1.* (2nd) Demonstrates on cue, key elements of hand dribble, foot dribble, kick and strike (striking balloon or ball w/ hand).</p> <p>2.* (2nd) Recognizes that motor skill development requires correct practice.</p>	<p>1.* Hand dribble and foot dribble a ball and maintain control while traveling within a group.</p>	<p>1. Dribble a ball in self-space using one, then the other hand.</p> <p>2. Dribble while moving to the right or left.</p> <p>3. Dribble and change direction at the signal.</p> <p>4. Dribble and change from one speed to another at the signal.</p> <p>5.</p>	<p>1.* (3rd) Knows that practice time, attention and effort are required to improve skills.</p> <p>2. (4th) Demonstrates key elements in manipulative skills: volleying, hand dribble, foot dribble, punt, striking w/ body parts, racket,</p>	<p>1.* Hand dribble and foot dribble while preventing an opponent from stealing the ball.</p> <p>2. Leap, roll, balance, transfer weight, bat, volley, hand and foot dribble, and strike a ball with a paddle, using mature motor patterns.</p>	<p>1. Dribble while traveling in a group (in a large boundaried area) without touching others or stationary objects.</p> <p>2. Dribble and smoothly change from one direction to another without stopping.</p> <p>3. Dribble continuously</p>	<p>1.* (5th) Demonstrates competence in manipulative skills in dynamic situations: overhand throw, catch, shooting, hand dribble, foot dribble, kick, and stringing activities with and without implements.</p> <p>2.* (5th) Chooses appropriate drills/activities</p>

Movement Concepts...Dribbling with the Hands											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
				<p>slowly traveling in different directions.</p> <p>5. Dribble while slowly traveling on different pathways.</p>			<p>Dribble and change the pathway, moving on at the signal.</p> <p>6. Dribble while keeping the ball away from stationary opponent.</p> <p>7. Travel, dribble, and chest-and-bounce pass the ball to a stationary partner.</p>	or bat.		<p>while stopping and starting traveling at the signal.</p> <p>4. Dribble and then throw a leading pass to a moving partner using a chest or bounce pass.</p> <p>5. Travel, dribble, and pivot on one foot to begin dribbling in another direction.</p> <p>6. Shoot toward an appropriate-height goal from different distances.</p> <p>7. Dribble and keep the ball away from an opponent in a 1 on 1 situation.</p>	<p>to enhance the learning of a specific skill.</p> <p>3.* (6th) Hand and foot dribble while preventing an opponent from stealing the ball.</p>

Movement Concepts...Dribbling with the Hands											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
										Dribble and passing a small group keep-away game. 8. Cooperate and play a small group game using passing, receiving, and shooting toward an appropriate height goal.	

Movement Concepts...Kicking and Punting											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
1. Kick a stationary ball, using a smooth, continuous running approach prior to the kick.	1. Walk and “roll” the ball forward, using the inside of either foot. 2. From a stationary position kick a stationary large playground	NONE	1. Use the inside or instep of the foot to kick a slowly rolling ball into the air or along the ground.	1. Kick a slowly rolling ball by using the instep. 2. Run up to and kick a stationary ball as far as possible with the instep. 3. Kick a	1. (1 st) Kicks a stationary ball using a smooth continuous running approach prior to the kick. 2.* (2 nd) Demonstrates on cue, key	1.* Hand dribble and foot dribble a ball and maintain control while traveling within a group. 2.* Throw, catch and kick using mature motor	1. Run and kick a ball that is moving slowly toward and away from them, using the instep. 2. Use the insides or outsides of the feet to	1.* (3 rd) Demonstrates key elements in manipulative skills: underhand throw, overhand throw, catch and kick. 2.* (4 th)	1.* Hand dribble and foot dribble while preventing an opponent from stealing the ball. 2.* In a small group, keep an object continuously in the air	1. Dribble and change speeds at the signal. 2. Dribble with a group in a bounded area, without losing control of the ball and while avoiding	1.* (5 th) Demonstrates competence in manipulative skills in dynamic situations: overhand throw, catch, shooting, hand dribble, foot dribble,

Movement Concepts...Kicking and Punting											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
	ball, using any part of the foot. 3. Move up to and kick a stationary ball, using any part of the foot.			stationary ball along the ground toward a stationary partner or target while using inside of the foot. 4. Dribble and slowly jog while using the inside of either foot. 5. Trap a slowly moving ball rolling toward and away from them, contacting the ball with the ball of the foot. 6. Punt a ball into the air using the instep.	elements of hand dribble, foot dribble, kick and strike (striking balloon or ball w/ hand).	patterns.	slowly dribble the ball. 3. Dribble while changing pathways and directions at the signal. 4. Dribble in a group in a boundaried area without losing control of the ball or colliding with others. 5. Dribble around stationary opponents and avoid losing the ball. 6. Dribble and then kick the ball to a large target area from a distance of choice, using the instep.	Demonstrates key elements in manipulative skills: volleying, hand dribble, foot dribble, punt, striking w/ body parts, racket, or bat. 3.* (4th) Describes key elements of mature movement patterns for throw for distance or speed, catch, kick, strike and jump.	without catching it (volleyball, footbag).	contact with others or opponents. 3. Use the inside of the foot to dribble and kick a leading pass to a moving partner. 4. Punt a ball using a 2 or 3 step approach. 5. Punt a ball to targets at varying distances. 6. Collect a thrown or kicked ball using the thigh and chest. 7. Defend a goal by catching or deflecting balls kicked to them with appropriate	kick, and stringing activities with and without implements. 2.* (5th) Describes fundamental components and strategies used in net/wall, invasion, target, and fielding games (basic positions, goalie, offense, defense). 3.* (6th) Hand and foot dribble while preventing an opponent from stealing the ball. 4.* (6th) In a small group, keep an object continuously

Movement Concepts...Kicking and Punting											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
							<p>7. Dribble and then kick the ball to a target or stationary partner while using the inside of the foot.</p> <p>8. Use the inside of the foot to collect a ball coming toward them.</p> <p>9. Punt a ball as high and as far as possible.</p>			<p>force.</p> <p>8. Dribble and pass in a small game keep-away situation.</p> <p>9. Cooperate to play a designed or given small group game involving dribbling, passing kicking or punting to keep the ball away from opponents and to reach a goal area.</p>	<p>in the air without catching it (volleyball, footbag).</p>

Movement Concepts...Throwing and Catching											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
<p>1.* Toss a ball and catch it before it bounces twice.</p>	<p>1. Catch a softly rolled large ball.</p> <p>2. Catch a self-</p>	<p>1.* Toss a ball and catch it before it bounces twice.</p>	<p>1. Throw a ball hard, demonstrating an overhand technique, a</p>	<p>1. Catch a self-tossed yarn or other soft ball.</p> <p>2.</p>	<p>1. (1st) Demonstrates on cue key elements in overhand</p>	<p>1.* Throw, catch and kick using mature motor patterns.</p>	<p>1. Throw a variety of objects to target areas using a</p>	<p>1.* (3rd) Demonstrates key elements in manipulative</p>	<p>1.* Consistently throw and catch a ball while being guarded by an</p>	<p>1. Throw to a partner or target, using varying degrees of</p>	<p>1.* (5th) Demonstrates competence in manipulative</p>

Movement Concepts...Throwing and Catching											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
<p>2. Demonstrate the difference between the overhand and the underhand throw.</p>	<p>tossed yarn or other soft ball.</p> <p>3. Throw to a variety of large targets using an underhand throwing motion.</p> <p>4. Throw a yarn or other soft ball using an overhand arm motion.</p>		<p>side orientation, and opposition.</p> <p>2. Catch, using properly positioned hands, a gently thrown ball.</p>	<p>Catch a softly thrown ball at different levels.</p> <p>3. Catch a ball thrown softly to different places around the body.</p> <p>4. Throw a variety of objects using an underhand motion.</p> <p>5. Throw as far as possible using an overhand motion.</p> <p>6. Throw (underhand) to themselves and catch, using a scoop or other implement.</p>	<p>throw, underhand throw and catch.</p>		<p>smooth underhand motion.</p> <p>2. Throw balls of various sizes and weights to an appropriate target or partner using a smooth overhand motion.</p> <p>3. Throw, using an overhand throw, so that the ball travels in different pathways in the air and covers different distances.</p> <p>4. Catch a ball, tossed by themselves or by others at different levels.</p> <p>5. Move in</p>	<p>skills: underhand throw, overhand throw, catch and kick.</p> <p>2.* (4th) Identifies similar movements in sports skills (underhand throwing and underhand volleyball serving).</p>	<p>opponent.</p> <p>2. Throw a variety of objects demonstrating both accuracy and distance (Frisbees, deck tennis rings, footballs).</p>	<p>force and speed.</p> <p>2. Throw and catch a Frisbee.</p> <p>3. Using a variety of objects, throw a leading pass overhand to a moving partner.</p> <p>4. Catch objects of different sizes and weights while moving toward a specified area.</p> <p>5. Move in order to throw to a (stationary) partner while being guarded in a small-group keep-away situation.</p>	<p>skills in dynamic situations: overhand throw, catch, shooting, hand dribble, foot dribble, kick, and stringing activities with and without implements.</p> <p>2. (6th) Throw a variety of objects demonstrating both accuracy and distance such as a Frisbee, softball, and basketball.</p>

Movement Concepts...Throwing and Catching											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
							different directions to catch a ball thrown by a partner. 6. Move to catch an object in a small group (2 on 1) keep-away situation.			6. Throw and catch in a self-designed or given small-group game to keep the ball away from opponents or to reach a goal area.	

Movement Concepts...Volleying											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
NONE	1. Using both right and left hands, continuously push a balloon upward with the hands, keeping off the ground. 2. Using the palm, strike a balloon underhand (upward)	NONE	1. Use at least 3 different body parts to strike a ball toward a target.	1. Strike a lightweight ball with at least three different body parts (knee, foot, elbow) keeping it in self-space. 2. Underhand-strike a soft, lightweight ball or balloon	1.* (2nd) Demonstrates on cue, key elements of hand dribble, foot dribble, and strike (striking a balloon w/ hand).	1. Strike a softly thrown, lightweight ball back to a partner using a variety of body parts and combinations of body parts (the bump volley as in volleyball, the thigh as in soccer).	1. Strike a lightweight ball in succession using at least two different body parts, keeping it in self-space. 2. Strike a lightly tossed lightweight ball back to a partner using a variety of	1.* (3rd) Identifies similar positions in a variety of movements (straddle position, ready position, bending knees to absorb force). 2. (4th) Demonstrates key elements in	1.* In a small group keep an object continuously in the air without catching it (ball, foot bag).	1. Cooperate in a group to strike a lightweight ball with various body parts while keeping it off the ground. 2. Underhand-strike a lightweight ball over a medium level net or rope	1.* (5th) Demonstrates competence in manipulative skills in dynamic situations: overhand throw, catch, shooting, hand dribble, foot dribble, kick, and stringing activities with

Movement Concepts... Volleying											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
	continuously.			upward with the hand, keeping it in self-space. 3. Travel slowly and underhand-strike a soft, lightweight ball or balloon upward with the hand or other body parts.			body parts. 3. Underhand-strike a lightweight ball back and forth across a line or low net to a partner after one bounce. 4. Overhead-volley a self-tossed lightweight ball to a wall or partner (to an appropriate height, if desired). 5. Bump-pass a lightly tossed lightweight ball back to a partner.	manipulative skills: volleying, hand dribble, foot dribble, punt, striking w/ body parts, racket, or bat. 3.* (4th) Distinguishes between compliance and noncompliance with rules and regulations.		(from an appropriate distance). 3. Overhead-volley a lightweight ball back and forth with a partner across a medium-level net or rope. 4. Move to bump-pass or overhead-volley a lightweight ball back to a partner. 5. Bump-pass a lightweight ball to an area different from where the ball was tossed from. 6. Bump-pass a lightly tossed lightweight ball back to a partner across	and without implements. 2. (6th) Keep an object in the air without catching it in a small group such as a volleyball and foot bag.

Movement Concepts...Volleying											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
										a medium level rope or net. 7. Use underhand and overhead volleys and bum passes to cooperatively keep a ball in play over a medium-level net or rope with a partner or a small group. 8. Use underhand and overhead volleys and bum passes in a given or self-designed small-group game.	

Movement Concepts...Striking with Short-Handled Implements											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
NONE	1. Repeatedly	NONE	1. Strike a ball	1. Strike a	1.* (2 nd)	1.* Consistently	1. Bounce and	1.* (3 rd)	1. Continuously	1. Strike a	1.* (5 th)

Movement Concepts...Striking with Short-Handled Implements											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
	<p>strike a balloon upward using a hand or lightweight paddle.</p> <p>2. Repeatedly strike a small suspended ball with a hand or other lightweight paddle.</p>		repeatedly with a paddle.	<p>small, lightweight ball upward with a hand or lightweight paddle, letting it bounce between strikes (bounce, strike, bounce).</p> <p>2. Continuously strike a small, lightweight ball upward using a hand or lightweight paddle.</p> <p>3. Continuously strike a suspended ball, using a forehand motion, with either a hand or lightweight paddle.</p> <p>4. Bounce then strike a small, lightweight</p>	Demonstrates on cue, key elements of hand dribble, foot dribble, and strike (striking a balloon w/ hand).	<p>strike a softly thrown, lightweight ball with a bat or paddle, demonstrating and appropriate grip, side to the target, and swing plane.</p>	<p>then strike a small object to a wall or across a low net using an underhand motion with a lightweight paddle or racket.</p> <p>2. Bounce and then strike a small object using a forehand motion with a lightweight paddle or racket.</p> <p>3. Strike a small object with a forehand motion using both strong and light force.</p> <p>4. Bounce and then strike a small object using a backhand motion with a</p>	<p>Identifies components of games that can be modified to make the games and participants more successful.</p> <p>2. (4th) Demonstrates key elements in manipulative skills: volleying, hand dribble, foot dribble, punt, striking w/ body parts, racket, or bat.</p>	<p>strike a ball to a wall or a partner, with a paddle, using forehand and backhand strokes.</p>	<p>rebounding ball with a paddle or lightweight racket from a wall using a forehand stroke.</p> <p>2. Strike a gently tossed ball from a partner, using a backhand motion.</p> <p>3. Repeatedly strike a rebounding ball from a wall using forehand or backhand strokes, moving back to a ready position in between strokes.</p> <p>4. Strike a self-dropped ball with a racket over a low-level line or</p>	<p>Demonstrates competence in manipulative skills in dynamic situations: overhand throw, catch, shooting, hand dribble, foot dribble, kick, and stringing activities with and without implements.</p> <p>2.* (5th) Identifies common phases (preparation, movement, follow through or recovery) in a variety of movement skills (tennis serve, handstand, free throw).</p> <p>3.* (5th) For different stages during</p>

Movement Concepts...Striking with Short-Handled Implements											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
				ball using a hand or other paddle.			lightweight paddle or racket.			net to various designated areas, using a forehand stroke.	skill learning, identify the importance of various elements of performance (form, power, accuracy, consistency). 4. (6th) Strike a ball to a wall or a partner with a paddle/racquet using forehand and backhand strokes continuously.

Movement Concepts...Striking with Long-Handled Implements											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
NONE	1. Strike a small playground ball off a tee or cone using the hand.	NONE	1. Consistently strike a ball with a bat from a tee or cone, using a correct grip and side orientation.	1. Strike a waffle-type ball off a tee with a bat. 2. Use an underhand swing to	1.* (2nd) Demonstrates on cue, key elements of hand dribble, foot dribble, and strike (striking a	1.* Consistently strike a softly thrown, lightweight ball with a bat or paddle, demonstrating and	1. Strike a softly pitched ball with a bat as far as possible. 2. Dribble a waffle-type	1.* (4th) Demonstrates key elements in manipulative skills: volleying, hand dribble,	1. Consistently strike a ball, using a golf club or a hockey stick, so that it travels in an intended	1. Strike a gently tossed ball using a bat. 2. In a large group, use a hockey stick	1.* (5th) Demonstrates competence in manipulative skills in dynamic situations:

Movement Concepts...Striking with Long-Handled Implements

Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
				strike a waffle-type ball with a hockey stick or golf club. 3. Travel slowly in different directions and dribble a waffle-type ball with a hockey stick.	balloon w/ hand).	appropriate grip, side to the target, and swing plane.	ball with a hockey stick and change directions and pathways at the signal. 3. Strike a waffle-type ball along the ground to a stationary partner using a hockey stick. 4. Strike a waffle-type ball in the air using a gold club or hockey stick.	foot dribble, punt, striking w/ body parts, racket, or bat.	direction and height.	to control-dribble a ball so as to not collide w/ others or obstacles. 3. Use a hockey stick to dribble a ball around stationary obstacles without losing control of the ball. 4. Dribble and then strike a ball to a stationary target or partner, using a hockey stick. 5. Design and play small group keep-away games involving dribbling and shooting with a hockey stick toward a	overhand throw, catch, shooting, hand dribble, foot dribble, kick, and stringing activities with and without implements. 2. (6th) Consistently strike a ball, using a golf club or a hockey stick, so that it travels in an intended direction and height.

Movement Concepts...Striking with Long-Handled Implements

Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
										goal area.	

Physical Activity, Health and Safety

Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
1. Sustain moderate physical activity. 2.* Identify selected body parts, skills and movement concepts. 3. Recognizes that skill development requires practice. 4. Recognize that physical activity is good for personal well-being. 5. State guidelines	Learnable Pieces: Intro to Fitness... 1. Being active is good for your body. 2. Playing is a fun way to be active. 3. Being physically fit means your heart, bones, and muscles are strong and healthy. (1-2) Cardiorespiratory Fitness... 4. Your heart is special because it is always beating. 5. Your heart is in your chest. 6. Your heart is the size of your fist	K.3A Describe and select physical activities that provide opportunities for enjoyment and challenge. K.3B Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration. K.3C Participate in appropriate exercises for	1. Recognize similar movement concepts in a variety of skills. 2. Identify changes in the body during physical activity. 3. State reasons for safe and controlled movements.	Learnable Pieces: Intro to Fitness... 1. Being active is a healthy habit. 2. Moving, playing, working, and exercising are ways you can be active. 3. Being physically fit means your heart, bones, and muscles are strong and healthy. Cardiorespiratory Fitness... 4. Your heart is in your chest. 5. Your heart is the size of your fist covered by your other hand.	1.3A Describe and select physical activities that provide opportunities for enjoyment and challenge. 1.3B Participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration. 1.3C Participate in appropriate exercises for	1. Demonstrate competence in basic swimming strokes and survival skills in, on and around the water. 2. Maintain continuous activity for a specified period of time. 3. Support, lift and control body weight in a variety of activities. 4. Regularly participate in physical activity for the purpose of	Learnable Pieces: Intro to Fitness... 1. Being active helps you look and feel good, and it helps your heart, bones and muscles become strong and healthy. 2. Being active is the only way to become physically fit. 3. Moving, playing, working and exercising are ways you can be active. 4. There are many fun ways to become active				

Physical Activity, Health and Safety											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
and behaviors from the safe use of equipment and apparatus. 6. Identify feelings that result from participation in physical activities. 7. Enjoy participation alone and with others. 8. Look forward to physical education lessons. 9. Participate daily in vigorous physical activity.	covered by your other hand. 7. You can feel your heart beat by putting your hand on your chest. 8. Your heart beats slowly when you sit, sleep, and rest. 9. Your heart beats fast when you move, play, and exercise. Muscular Strength and Endurance... 10. You have hundreds of muscles in your body. 11. Playing, exercising, and using your muscles can help make them big and strong! Flexibility... 12.	flexibility in shoulders, legs, and trunk. K.3D Lift and support his/her own weight in muscular strength and endurance of the arms, shoulders, abdomen, back, and legs such as hanging, hopping and jumping. K.3E Describe the benefits from involvement in daily physical activity such as feel better and sleep better. K.4A Observe and describe the immediate effect of		6. Your heart is a strong, special muscle that is a pump. 7. Your heart bumps blood to your muscles and your body. 8. Your heart grows bigger as you grow older. 9. You can feel your heart beat at your wrist, your neck, or your chest. 10. Your heart beats slowly when you sit, sleep and rest. 11. Your heart beats fast when you move, play and exercise. 12. Your heart gets stronger when you play and exercise. 13. Running, playing tag, and jumping	flexibility in shoulders, legs and trunk. 1.3D Lift and support his/her own weight in selected activities that develop muscular strength and endurance of the arms, shoulders, abdomen, back and legs such as hanging, hopping, and jumping. 1.4A Distinguish between active and inactive lifestyles. 1.4B Describe the location and function of the heart. 1.4C	improving skillful performance and physical fitness. 5. Distinguish between compliance and noncompliance with game rules and fair play. 6. Select and categorize specialized equipment used for participation in a variety of activities. 7. Identify activities that contribute to personal feelings of joy. 8. Describe essential elements of mature movement	and fit. 5. Being physically fit means you look good, feel good, and have lots of energy to play and work at home and in school. 6. Fitness tests help you find out how fit your body is and whether you need to improve your activity level. Cardiorespiratory Fitness... 7. When you exercise, your muscles need more oxygen and energy to keep moving. 8. Your heart rate tells you how hard your heart is working. 9. Your heart rate,				

Physical Activity, Health and Safety											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
	<p>Your muscles like to be stretched everyday.</p> <p>13. Stretching your muscles helps keep them from getting hurt and makes them feel good.</p> <p>Training and Conditioning...</p> <p>13. Your body and your muscles feel best if you play and exercise a little bit every day.</p> <p>Healthy Habits...</p> <p>14. Healthy habits include exercising, eating properly, brushing your teeth, getting enough sleep, washing well, and saying no to drugs, smoking, and alcohol.</p>	<p>physical activity on the heart and breathing rate and perspiration.</p> <p>K.4B Locate the lungs and explain their purpose.</p> <p>K.4C State that rest and sleep are important in caring for the body.</p> <p>K.5A Use equipment and space properly.</p> <p>K.5B Know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity.</p>		<p>rope are things your heart likes for you to do.</p> <p>14. Watching too much TV and playing too many indoor games can keep you from having a strong heart.</p> <p>15. You can take the mile-run test to see how strong your heart is.</p> <p>Muscular Strength and Endurance...</p> <p>16. You have hundreds of muscles in your body.</p> <p>17. Muscles help you move, stand up straight, and have good posture.</p> <p>18. You help your muscles become strong and healthy by playing, moving,</p>	<p>Describe how muscles and bones work together to produce movement.</p> <p>1.4D Describe food as a source of energy.</p> <p>1.4E Explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.</p> <p>1.5A Use equipment and space safely and properly.</p> <p>1.5B Describe the importance of protective equipment in</p>	<p>patterns.</p> <p>9. Describe healthful benefits that result from regular and appropriate participation in physical activity.</p> <p>10. Analyze potential risks associated with physical activities.</p> <p>11. Design, games gymnastics and dance sequences that are personally interesting.</p> <p>12. Enjoy feelings resulting from involvement in physical activity.</p>	<p>or pulse, is how many times your heart beats in one minute.</p> <p>10. You can find out your heart rate by counting how many times your heart beats in 6 seconds and then multiplying this by 10.</p> <p>11. Endurance means your heart and muscles can move and exercise for a long period of time—like your PE time.</p> <p>12. Just like your other muscles, your heart gets stronger and has more endurance when you exercise and gets weaker when you don't exercise.</p> <p>13. Aerobic endurance helps</p>				

Physical Activity, Health and Safety											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
		<p>K.5C Explain how proper shoes and clothing promotes safe play and prevent injury.</p> <p>K.5D Explain 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.</p> <p>K.5E Explain appropriate reactions during emergencies in physical activities.</p>		<p>exercising, and being active.</p> <p>19. You can take the pull-ups test to see how strong your arms and shoulders are.</p> <p>20. You can take the curl-ups test to see how strong your abdominal muscles are.</p> <p>Flexibility...</p> <p>21. Your muscles like to be stretched everyday.</p> <p>22. Stretching keeps them from getting hurt and makes them feel good.</p> <p>23. Stretch, until you feel a pull, then let off a little, so it doesn't hurt.</p> <p>24. When you stretch, remember to hold the stretch-don't bounce.</p>	<p>preventing injury such as helmets, elbow/knee pads, wrist guards, proper shoes and clothing.</p> <p>1.5C Describe how to protect him/herself from harmful effects of the sun.</p> <p>1.5D List water safety rules and demonstrate simple extension rescue.</p> <p>1.5E Describe and demonstrate appropriate reactions to emergency situations common to physical activity settings such</p>		<p>keep your body strong and fit and it keeps up your energy.</p> <p>14. Without good endurance, you cannot be physically fit.</p> <p>15. Watching TV and playing too many indoor games can keep you from having a strong heart and good endurance.</p> <p>16. If you don't stay active, your aerobic endurance will decrease.</p> <p>Muscular Strength and Endurance...</p> <p>17. Muscles help you lift things. When you lift objects, you should bend your knees.</p>				

Physical Activity, Health and Safety											
Kindergarten			Grades 1/2			Grades 3/4			Grades 5/6		
NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS	NASPE	Outcomes	TEKS
				<p>25. You should hold a stretch at least for a count of 10.</p> <p>26. If you stretch w/ your legs together, keep your knees bent alittle, so you don't hurt your back.</p> <p>27. You can take the sit and reach test to determine the flexibility of your lower back and leg muscles.</p> <p>Training and Conditioning...</p> <p>28. Your body and your muscles feel best if you play and exercise a little bit every day.</p> <p>Healthy Habits...</p> <p>29. Healthy habits include exercising, eating properly, brushing your teeth, getting</p>	as universal safety precautions and calling 911.		<p>18. Muscles help you move, hold you up, and protect the bones and organs inside your body.</p> <p>19. Firm muscles are strong, healthy muscles.</p> <p>20. page 182</p>				

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* indicates the benchmark, outcome or TEK may be used in more than one theme/category.

Resources:

- **Hopple, Christine. (1995) Teaching for Outcomes in Physical Education -A Guide for Curriculum and Assessment. Champaign, Illinois: Human Kinetics Publishers.**
- **Chapter 116: Texas Essential Knowledge and Skills for Physical Education.**