

**TAHPERD**  
**Texas Physical Education TEKS Framework**  
**Adventure/Outdoor Education TEKS and Specificity**

			<b>TEKS</b>	<b>Specificity</b>
<b>Strand</b>	<b>Topic</b>	<b>Theme</b>	The student is expected to:	The student is expected to:
<b>A.</b> <b>Movement</b>	V. Games and Sports Skills	<b>g.</b> <b>Various Games/ Sports Activities</b>	<b>AOE.1A demonstrate consistency in the execution of the basic skills of adventure/outdoor education activities.</b>	<i>demonstrate consistency in the execution of skills including casting, archery, conservation, and safety skills in outdoor education activities.</i>
<b>C.</b> <b>Social</b>	I. Safety	<b>a.</b> <b>Rules, Procedures, and Etiquette</b>	<b>AOE.1B demonstrate understanding of the rules, skills, and strategies of an activity and can apply them appropriately.</b>	<i>effectively communicate and demonstrate ethics and state laws regarding outdoor activities such as archery, boating, camping, hiking, hunting, fishing, and orienteering, etc.</i>
<b>B.</b> <b>Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>f.</b> <b>Opportunities for Physical Activity</b>	<b>AOE.1C develop an appropriate conditioning program for the selected activity.</b>	<i>create and apply an appropriate conditioning program for adventure/outdoor activities.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	<b>b.</b> <b>Qualities of Movement</b>	<b>AOE.2A use internal and external information to modify movement during performance.</b>	<i>understand and make appropriate body adjustments when using internal and external information when performing skills that include casting, archery points, camp site set up, and hunter skill exercises.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	<b>d.</b> <b>Conditioning Fitness</b>	<b>AOE.2B develop an appropriate conditioning program for the selected activity.</b>	<i>create an appropriate conditioning program to include agility, speed, power, coordination, balance, flexibility, aerobic capacity, muscular strength and endurance.</i>
<b>A.</b> <b>Movement</b>	I. Movement Concepts	<b>a.</b> <b>Spatial/ Body Awareness</b>	<b>AOE.2C identify correctly the critical elements for successful performance within the context of the activity.</b>	<i>describe critical elements for success such as the 11 steps to archery success, CPR performance, casting skills, dutch oven cooking, and camping.</i>
<b>B.</b> <b>Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>f.</b> <b>Opportunities for Physical Activity</b>	<b>AOE.3A select and participate in adventure/outdoor education activities that provide for enjoyment and challenge.</b>	<i>choose and participate in adventure/outdoor education activities that promote enjoyment and challenge such as fishing, camping, boating and hunting.</i>
<b>B.</b> <b>Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>d.</b> <b>Cardio- Respiratory System</b>	<b>AOE.3B analyze and compare health and fitness benefits derived from participation in adventure/outdoor education activities.</b>	<i>evaluate the health and fitness benefits from various outdoor activities such as fishing, camping, orienteering, cooking boating, hunting and survival skills.</i>
<b>B.</b> <b>Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>g.</b> <b>Goal Setting</b>	<b>AOE.3C establish realistic yet challenging health-related fitness goals.</b>	<i>develop practical and challenging health-related fitness goals such as flexibility, cardiovascular endurance, muscular strength and endurance and body composition.</i>
<b>B.</b> <b>Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>g.</b> <b>Goal Setting</b>	<b>AOE.3D develop and participate in a personal fitness program that has the potential to meet identified goals.</b>	<i>establish personal fitness goals and make appropriate changes for improvement by applying learned fitness concepts such as increasing frequency, intensity and time.</i>
<b>B.</b> <b>Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>c.</b> <b>FITT: Frequency, Intensity, Time and Type</b>	<b>AOE.3E describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio-respiratory endurance.</b>	<i>explain the FITT principle.</i>

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<b>B. Health Related</b>	VIII. Health and Skill-Related Fitness Technology	<b>a. Technology</b>	<b>AOE.3F</b> select and use appropriate technology tools to evaluate, monitor, and improve physical development.	<i>describe and implement technology tools to evaluate, monitor, and improve physical development such as heart rate monitors, body fat analyzers and pedometers.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>a. Fitness Components</b>	<b>AOE.4A</b> identify and apply the health-related fitness principles to outdoor activities.	<i>evaluate methods of measuring health-related fitness including the state-mandated fitness assessment using various tools such as activity logs, journals and online teaching.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>a. Fitness Components</b>	<b>AOE.4B</b> analyze the strengths and weaknesses of adventure/outdoor education activities and their effects on a personal fitness program.	<i>evaluate the strengths and weaknesses between active and sedentary outdoor activities such as fishing, boating, camping, archery and hunting on the various fitness categories.</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>a. Benefits of Physical Activity</b>	<b>AOE.4C</b> show evidence of developing and maintaining health-related fitness.	<i>participate in the state fitness assessment tool on a regular basis and participate in physical activities that promote fitness.</i>
<b>B. Health Related</b>	I. Safety	<b>c. Equipment Safety</b>	<b>AOE.4D</b> explain and follow safety procedures during adventure/outdoor education activities.	<i>describe and implement safety procedures at all times in adventure/outdoor education activities when using equipment and following directions.</i>
<b>B. Health Related</b>	I. Safety	<b>b. Proper Attire and Equipment</b>	<b>AOE.4E</b> list and describe safety equipment used in outdoor activities.	<i>select and use proper attire that promotes participation and prevents injury such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing, closed toe/closed heel rubber sole shoes, shorts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>
<b>B. Health Related</b>	I. Safety	<b>a. Personal Safety</b>	<b>AOE.4F</b> design safe and appropriate practices/procedures to improve skill in an activity.	<i>develop safe and appropriate practices and procedures in this activity such as carrying fishing and hunting equipment and wearing bright attire.</i>
<b>A. Movement</b>	I. Movement Concepts	<b>a. Spatial/ Body Awareness</b>	<b>AOE.L001</b> apply personal and group spatial concepts when participating in all physical activities.	<i>incorporate appropriate spatial concepts in movement activities such as moving in different directions and levels and in variance of speed.</i>
<b>A. Movement</b>	I. Movement Concepts	<b>b. Qualities of Movement</b>	<b>AOE.L002</b> describe appropriate practices and procedures to improve skill and strategy in an activity.	<i>explain and implement appropriate practices and procedures to improve skills and strategies in various adventure/outdoor education activities.</i>
<b>A. Movement</b>	I. Movement Concepts	<b>b. Qualities of Movement</b>	<b>AOE.L003</b> recognize that improvement is possible with appropriate practice.	<i>recognize and understand that improvement is based upon appropriate time on task such as setting aside time to practice skills during and outside of class time.</i>
<b>A. Movement</b>	I. Movement Concepts	<b>b. Qualities of Movement</b>	<b>AOE.L004</b> identify and apply basic biomechanical principles such as lowering the center of gravity and widening the base of support to increase stability.	<i>describe and practice basic biomechanical principles including lowering the center of gravity and widening the base of support to increase stability.</i>
<b>A. Movement</b>	I. Movement Concepts	<b>b. Qualities of Movement</b>	<b>AOE.L005</b> describe the importance of goal setting in improving skill.	<i>explain the importance of goal setting in improving skills such as increasing the number of successful attempts.</i>

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<b>A. Movement</b>	I. Movement Concepts	<b>c. Relationships</b>	<b>AOE.L006 demonstrate the ability to work with a partner in outdoor adventure activities.</b>	<i>use team work when participating in outdoor adventure activities such as climbing, hiking, canoeing, and kayaking.</i>
<b>B. Health Related</b>	I. Safety	<b>d. Risks</b>	<b>AOE.L007 evaluate risks and safety factors that may affect adventure/outdoor education activity preferences.</b>	<i>analyze the risks and safety factors that may affect adventure/outdoor education activities such as proper attire, warm-up and cool-down activities.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>f. Opportunities for Physical Activity</b>	<b>AOE.L008 participate regularly in adventure/outdoor activities.</b>	<i>participate on a regular basis in adventure/outdoor activities such as fishing, boating, hunting and camping.</i>
<b>B. Health Related</b>	V. Healthy Lifestyles	<b>a. Active vs. Inactive Lifestyle</b>	<b>AOE.L009 explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance.</b>	<i>describe the effects of eating and exercise patterns on weight control, self-concept and physical performance.</i>
<b>B. Health Related</b>	VII. Risk Behaviors	<b>a. Substance Abuse</b>	<b>AOE.L010 explain the effects of substance abuse on personal health and performance in physical activity.</b>	<i>describe and explain how substance abuse affects physical performance such as balance, coordination, heart rate, fatigue, dehydration and stress.</i>
<b>C. Social</b>	I. Safety	<b>a. Rules, Procedures and Etiquette</b>	<b>AOE.L011 anticipate potentially dangerous consequences of participating in selected aerobic activities.</b>	<i>identify and describe the potential injuries that may result from various outdoor education programs such as fishing, hunting, hiking or mountain climbing.</i>
<b>C. Social</b>	II. Cooperation and Respect	<b>d. Conflict Resolution</b>	<b>AOE.L012 respond to challenges, successes, and failures in physical activities in socially appropriate ways.</b>	<i>demonstrate good sportsmanship, emphasize the process of striving to reach a goal, focus on individual fitness or skill level and celebrate achievement.</i>
<b>C. Social</b>	II. Cooperation and Respect	<b>a. Rules, Strategies and Officiating</b>	<b>AOE.L013 identify and follow the rules while participating in various outdoor recreation programs and facilities.</b>	<i>demonstrate self-responsibility and fair play while participating in outdoor recreational activities.</i>
<b>C. Social</b>	II. Cooperation and Respect	<b>b. Sportsmanship Etiquette</b>	<b>AOE.L014 accept successes and performance limitations of self and others and exhibit appropriate behavior/responses.</b>	<i>recognize and respect individual abilities and limitations.</i>
<b>C. Social</b>	II. Cooperation and Respect	<b>c. Teamwork</b>	<b>AOE.L015 work cooperatively in a group to achieve outdoor education goals.</b>	<i>work cohesively in a group to achieve specific goals and increase success.</i>
<b>C. Social</b>	III. Goal Setting	<b>b. Game Strategies</b>	<b>AOE.L016 modify game/physical activities if needed to improve participation and success.</b>	<i>provide multi-levels of activity so that all students can participate and achieve success.</i>
<b>C. Social</b>	III. Goal Setting	<b>a. Skill Development</b>	<b>AOE.L017 use peer interaction to enhance outdoor educational activities.</b>	<i>work positively with friends/partners to achieve outdoor education individual and team goals.</i>