

TAHPERD

Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
B. Health Related	I. Safety	a. Personal Safety	1	K.5B know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity.	1.L015 know and apply safety practices associated with physical activity such as not pushing in line and drinking water during activity.	2.L009 know and apply safety practices associated with physical activity such as keeping hands, feet and objects to self.	3.L012 know and apply safety practices associated with physical activity such as keeping hands, feet and objects to self; and recognize potential risks associated with unsafe movement and improper use of equipment.	4.6B analyze potential risks associated with unsafe movement and improper use of equipment.	5.5C describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity.	6.L016 describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity.
B. Health Related	I. Safety	a. Personal Safety	1.1	<i>discuss and demonstrate safety practices associated with physical activity including the importance of hydration and not pushing in line.</i>	<i>discuss and demonstrate safety practices associated with physical activity including the importance of hydration and not pushing in line.</i>	<i>discuss and demonstrate safety practices associated with physical activity including the importance of hydration and not pushing in line.</i>	<i>describe potential risks associated with unsafe movement and improper use of equipment such as throwing a bat after striking or completing a forward roll without a mat</i>	<i>describe potential risks associated with unsafe movement and improper use of equipment such as throwing a bat after striking or completing a forward roll without a mat.</i>	<i>describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity such as learning and following rules and directions, being aware to surroundings and understanding fitness techniques.</i>	<i>analyze the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity such as learning and following rules and directions, being aware to surroundings and understanding fitness techniques.</i>
B. Health Related	I. Safety	b. Proper Attire and Equipment	2	K.5C explain how proper shoes and clothing promotes safe play and prevent injury.	1.5B describe the importance of protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.	2.5B select and use appropriate protective equipment in preventing injuries such as helmets, elbow/knee pads, wrist guards, proper shoes, and clothing.	3.5B select and use proper attire that promotes participation and prevents injury.	4.5B select and use proper attire that promotes participation and prevents injury.	5.5B select and use proper attire that promotes participation and prevents injury.	6.5B select and use proper attire that promotes participation and prevents injury.

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Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
B. Health Related	I. Safety	a. Personal Safety	1	7.L010 describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity.	8.L010 describe the importance of taking personal responsibility for reducing hazards, avoiding accidents, and preventing injuries during physical activity.	FPF.3A demonstrate safety procedures such as spotting during gymnastics and using non-skid footwear.	AOE.4F design safe and appropriate practices/procedures to improve skill in an activity.	AA.4D describe equipment and practices that decrease the likelihood of injury such as proper footwear.	IS.5C describe equipment and practices that prevent or reduce injuries.	TS.L005 describe equipment and practices that prevent or reduce injuries.
B. Health Related	I. Safety	a. Personal Safety	1.1	<i>demonstrate safety procedures during warm-ups, activities, cool down and stretching.</i>	<i>demonstrate safety procedures during warm-ups, activities, cool down and stretching.</i>	<i>implement safety procedures while participating in all physical activities including warm-up, cool-down and proper attire.</i>	<i>develop safe and appropriate practices and procedures in this activity such as carrying fishing and hunting equipment and wearing bright attire.</i>	<i>implement safety procedures including warm-up, cool-down and proper attire while participating in all physical activities.</i>	<i>implement safety procedures while participating in all physical activities including warm-up, cool-down and proper attire.</i>	<i>implement safety procedures while participating in all physical activities including warm-up, cool-down and proper attire.</i>
B. Health Related	I. Safety	b. Proper Attire & Equipment	2	7.5B select and use proper attire that promotes participation and prevents injury.	8.5B select and use proper attire that promotes participation and prevents injury.	FPF.L014 select and use proper attire that promotes participation and prevents injury.	AOE.4E list and describe safety equipment used in outdoor activities.	AA.4C explain why and how a rule provides safe practices in participation.	IS.L006 select and use proper attire that promotes participation and prevents injury.	TS.L006 select and use proper attire that promotes participation and prevents injury.

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				<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>
<b>B. Health Related</b>	<b>I. Safety</b>	<b>b. Proper Attire and Equipment</b>	2.1	<i>recognize proper attire that promotes participation and prevents injury such as closed toe/closed heel rubber sole shoes, shorts/pants under dresses and skirts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>	<i>identify and describe the importance of 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/pants under dresses and skirts; removal of jewelry in physical education, recreational activities, and on playgrounds.</i>	<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/pants under dresses and skirts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>	<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/pants under dresses and skirts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>	<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/pants under dresses and skirts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>	<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/pants under dresses and skirts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>	<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>	<b>I. Safety</b>	<b>c. Equipment Safety</b>	3	<b>K.5A use equipment and space properly.</b>	<b>1.5A use equipment and space safely and properly.</b>	<b>2.5A use equipment and space safely and properly.</b>	<b>3.5A use equipment safely and properly.</b>	<b>4.5A use equipment safely and properly.</b>	<b>5.5A use equipment safely and properly.</b>	<b>6.5A use equipment safely and properly.</b>
<b>B. Health Related</b>	<b>I. Safety</b>	<b>c. Equipment Safety</b>	3.1	<i>use equipment and space properly including listen and follow directions, use equipment for its specified design, respect space of others when they are using equipment, take care of and respect equipment.</i>	<i>use equipment and space properly including listen and follow directions, use equipment for its specified design, respect space of others when they are using equipment, take care of and respect equipment.</i>	<i>use equipment and space properly including listen and follow directions, use equipment for its specified design, respect space of others when they are using equipment, take care of and respect equipment.</i>	<i>use equipment and space properly including listen and follow directions, use equipment for its specified design, respect space of others when they are using equipment, take care of and respect equipment.</i>	<i>use equipment and space properly including listen and follow directions, use equipment for its specified design, respect space of others when they are using equipment, take care of and respect equipment.</i>	<i>use equipment and space properly including listen and follow directions, use equipment for its specified design, respect space of others when they are using equipment, take care of and respect equipment.</i>	<i>use equipment safely and properly including follow directions when using equipment in all PE classes and move safely in activity areas.</i>
<b>B. Health Related</b>	<b>I. Safety</b>	<b>d. Risks</b>	4	<b>K.L016 know potential risks associated with physical activities.</b>	<b>1.L016 know potential risks associated with physical activities.</b>	<b>2.L010 recognize potential risks associated with physical activities.</b>	<b>3.L013 recognize potential risks associated with physical activities.</b>	<b>4.5D identify potential risks associated with physical activities.</b>	<b>5.5D identify potentially dangerous exercises and their adverse effects on the body.</b>	<b>6.5D identify potentially dangerous exercises and their adverse effects on the body.</b>

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Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				<b>The student is expected to:</b> <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 heal rubber sole shoes, shorts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>	<b>The student is expected to:</b> <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 heal rubber sole shoes, shorts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>	<b>The student is expected to:</b> <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 heal rubber sole shoes; shorts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>	<b>The student is expected to:</b> <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 heal rubber sole shoes, shorts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>	<b>The student is expected to:</b> <i>describe how physical activity rules provide safe practices in participation such as stretching before physical activity, drinking water and wearing proper attire.</i>	<b>The student is expected to:</b> <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 heal rubber sole shoes, shorts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>	<b>The student is expected to:</b> <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 heal rubber sole shoes, shorts, removal of jewelry in physical education, recreational activities, and on playgrounds.</i>
<b>B. Health Related</b>	I. Safety	<b>b. Proper Attire &amp; Equipment</b>	2.1							
<b>B. Health Related</b>	I. Safety	<b>c. Equipment Safety</b>	3	<b>7.5A use equipment safely and properly.</b>	<b>8.5A use equipment safely and properly.</b>	<b>FPF.L015 use equipment safely and properly.</b>	<b>AOE.4D explain and follow safety procedures during adventure/outdoor education activities.</b>	<b>AA.4B identify and apply rules and procedures that are designed for safe participation.</b>	<b>IS.5B identify and follow safety procedures when participating in individual sports.</b>	<b>TS.6B identify and apply rules and procedures that are designed for safe participation in team sports.</b>
<b>B. Health Related</b>	I. Safety	<b>c. Equipment Safety</b>	3.1	<i>use equipment safely and properly including follow directions when using equipment in all PE classes and move safely in activity areas.</i>	<i>use equipment safely and properly including follow directions when using equipment in all PE classes and move safely in activity areas.</i>	<i>use equipment safely and properly including follow directions when using equipment in all PE classes; and move safely in activity areas.</i>	<i>describe and implement safety procedures at all times in adventure/outdoor education activities when using equipment and following directions.</i>	<i>describe and implement safety procedures at all times in aerobic activities when using equipment and following directions.</i>	<i>describe and implement safety procedures at all times in individual sports activities when using equipment and following directions.</i>	<i>describe and implement safety procedures at all times in team sports activities when using equipment and following directions.</i>
<b>B. Health Related</b>	I. Safety	<b>d. Risks</b>	4	<b>7.5D analyze exercises for their effects on the body such as beneficial/potentially dangerous.</b>	<b>8.5D analyze exercises for their effects on the body such as beneficial/potentially dangerous.</b>	<b>FPF.3B describe examples and exercises that may be harmful or unsafe.</b>	<b>AOE.L007 evaluate risks and safety factors that may affect adventure/outdoor education activity preferences.</b>	<b>AA.4A evaluate risks and safety factors that may effect aerobic activity preferences throughout the life span such as nutrition, physical activity habits, and risk factors related to heredity.</b>	<b>IS.5A evaluate risks and safety factors that may affect individual sport preferences.</b>	<b>TS.6A evaluate risks and safety factors that may affect sport preferences.</b>

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B. Health Related	I. Safety	d. Risks	4.1	<i>understand and recognize potential risks associated with physical activities such as safe movement in an activity area.</i>	<i>understand and recognize potential risks associated with physical activities such as safe movement in an activity area.</i>	<i>describe potential risks associated with physical activities such as improper stretching techniques, bouncing while stretching.</i>	<i>describe potential risks associated with physical activities such as improper stretching techniques, bouncing while stretching.</i>	<i>evaluate potentially dangerous exercises and their adverse effects on the body such as bouncing while stretching (muscle pull) and straight leg sit-ups (muscle strain).</i>	<i>describe potentially dangerous exercises and their adverse effects on the body such as bouncing while stretching (muscle pull) and straight leg sit-ups (muscle strain).</i>	<i>describe potentially dangerous exercises and their adverse effects on the body such as bouncing while stretching (muscle pull) and straight leg sit-ups (muscle strain).</i>
B. Health Related	I. Safety	e. Precautions	5	<b>K.L017</b> know basic pedestrian and cycling practices.	<b>1.L017</b> know basic pedestrian and cycling practices.	<b>2.5E</b> identify safe cycling and road practices.	<b>3.5C</b> identify and apply safety precautions when walking, jogging, and skating 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.	<b>4.5C</b> describe and apply safety precautions when cycling and skating.	<b>5.L010</b> describe and apply safety precautions when cycling and skating.	<b>6.5C</b> include warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as inclement weather (e.g., wind, cold, heat, ozone alerts, thunderstorms) and insects; and recommend prevention and treatment.
B. Health Related	I. Safety	e. Precautions	5.1	<i>understand and recognize basic pedestrian and cycling practices.</i>	<i>understand and recognize basic pedestrian and cycling practices.</i>	<i>describe safe cycling and road practices including follow traffic signs, ride in the designated lane, wear helmets and use reflective gear and bicycle maintained.</i>	<i>describe and demonstrate safety precautions when walking, jogging, and skating in the community including using sidewalks, walking on the left side of street when facing traffic, wearing lights/reflective clothing and safety gear, being considerate of other pedestrians, wearing safety gear.</i>	<i>apply safety precautions including walking bike across street, one rider per bike, use designated areas, use hand and arm signals and wear proper safety attire at all times.</i>	<i>apply safety precautions including walking bike across street, one rider per bike, use designated areas, using hand and arm signals and wearing proper safety attire at all times.</i>	<i>demonstrate warm-up and cool-down procedures regularly during exercise, monitor potentially dangerous environmental conditions such as inclement weather (e.g., wind, cold, heat, ozone alerts, lightening) and insects, and recommend prevention and treatment such as insect repellent and sunscreen.</i>

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				<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>
<b>B. Health Related</b>	<b>I. Safety</b>	<b>d. Risks</b>	4.1	<i>examine the effects of exercise on the body such as abdominal strength (beneficial: bent knee curl-ups; potentially dangerous:straight leg curl-ups).</i>	<i>examine the effects of exercise on the body such as abdominal strength (beneficial: bent knee curl-ups; potentially dangerous: straight leg curl-ups).</i>	<i>discuss harmful or unsafe exercises such as double-leg lift, straight-leg sit-ups and hyper-extending the neck.</i>	<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>	<i>analyze the risks and safety factors that affect aerobic activities throughout life such as nutrition, physical activity habits and heredity.</i>	<i>analyze the risks and safety factors that may affect individual sports activities such as proper attire, warm-up and cool-down activities.</i>	<i>analyze the risks and safety factors that may affect team sports activities such as proper attire, warm-up and cool-down activities.</i>
<b>B. Health Related</b>	<b>I. Safety</b>	<b>e. Precautions</b>	5	<b>7.5C 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.</b>	<b>8.5C 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.</b>	<b>FPF.L016 apply 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.</b>				
<b>B. Health Related</b>	<b>I. Safety</b>	<b>e. Precautions</b>	5.1	<i>demonstrate warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as inclement weather (e.g., wind, cold, heat, ozone alerts, lightening) and insects and recommend prevention and treatment such as insect repellent and sunscreen.</i>	<i>demonstrate warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as inclement weather (e.g., wind, cold, heat, ozone alerts, lightening) and insects and recommend prevention and treatment such as insect repellent and sunscreen.</i>	<i>demonstrate warm-up and cool-down procedures regularly during exercise; monitor potentially dangerous environmental conditions such as inclement weather (e.g., wind, cold, heat, ozone alerts, lightening) and insects; and recommend prevention and treatment such as insect repellent and sunscreen.</i>				

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B. Health Related	I. Safety	g. Basic First Aid	6	K.5E explain appropriate reactions during emergencies in physical activities.	1.5E describe and demonstrate appropriate reactions to emergency situations common to physical activity setting such as universal safety precautions, and calling 911.	2.5F describe appropriate actions to emergency situations common to physical activity settings such as universal safety precautions and dialing 911.	3.L014 describe basic first aid procedures.	4.L011 describe basic first aid procedures.	5.L011 describe basic first aid procedures.	6.L017 describe basic first aid procedures.
B. Health Related	I. Safety	g. Basic First Aid	6.1	<i>recognize an emergency including how to signal for emergency attention, how to use 911, and how to identify strangers and use universal precautions (barriers between self and all body fluids).</i>	<i>understand when to use 911, to find an adult, not to move an injured person and to identify strangers.</i>	<i>practice emergency situations including tornado, duck and cover; fire, stop-drop-and roll; identify strangers; injury, call 911 universal precaution.</i>	<i>explain basic first aid procedures including cuts, bruises, abrasions and burns and universal precautions.</i>	<i>explain basic first aid procedures for cuts, bruises, abrasions, and burns and universal precautions.</i>	<i>demonstrate basic first aid procedures for sprains and strains, RICE (rest, ice, compression and elevation) principle and universal precautions.</i>	<i>demonstrate basic first aid procedures for sprains and strains, RICE (rest, ice, compression and elevation) principle and universal precautions.</i>
B. Health Related	I. Safety	h. Environ-mental	7	K.L018 know how to protect himself/herself from harmful effects of the sun.	1.5C describe how to protect himself/herself from harmful effects of the sun.	2.5C list the effects the sun has on the body and describe protective measures such as sunscreen, hat, and long sleeves.	3.5D identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.	4.L012 identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.	5.L012 identify exercise precautions such as awareness of temperature and weather conditions and need for warm-up and cool-down activities.	6.L018 recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.
B. Health Related	I. Safety	h. Environ-mental	7.1	<i>describe how to protect himself/herself from harmful effects of the sun such as using sun screen, wearing light color clothing and hat, and drinking water.</i>	<i>explain how to protect himself/herself from harmful effects of the sun such as the using of sun screen, wearing light color clothing and hat, and drinking water.</i>	<i>name the effects the sun has on the body such as heat exposure and describe protective measures such as sunscreen, hat, and long sleeves.</i>	<i>name exercise precautions such as awareness of temperature, weather conditions, ozone levels, need for warm-up and cool-down activities, hydration, and proper clothing.</i>	<i>describe exercise precautions such as awareness of temperature, weather conditions, ozone levels, need for warm-up and cool-down activities, hydration, and proper clothing.</i>	<i>describe exercise precautions such as awareness of temperature, weather conditions, ozone levels, need for warm-up and cool-down activities, hydration, and proper clothing.</i>	<i>describe harmful effects and recommended treatment procedures of the sun such as sunburn, skin cancer, heatstroke, heat exhaustion, and heat cramps.</i>
B. Health Related	I. Safety	i. Water Safety	8	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.	1.5D list water safety rules and demonstrate simple extension rescue.	2.5D list water safety rules and describe their importance.	3.L015 explain water safety and basic rescue procedures.	4.L013 explain water safety and basic rescue procedures.	5.L013 explain water safety and basic rescue procedures.	6.5E explain water safety and basic rescue procedures.

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				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
B. Health Related	I. Safety	g. Basic First Aid	6	7.L011 describe basic first aid procedures.	8.L011 describe basic first aid procedures.	FPF.L017 describe basic first aid procedures.				
B. Health Related	I. Safety	g. Basic First Aid	6.1	<i>discuss and demonstrate basic first aid procedures for sprains and strains, RICE (rest, ice, compression and elevation) principle and universal precautions.</i>	<i>discuss and demonstrate basic first aid procedures for sprains and strains, RICE (rest, ice, compression and elevation) principle and universal precautions.</i>	<i>apply basic first aid procedures including sprains and strains, bruises, cuts, dislocation, broken bones and RICE (rest, ice, compression and elevation) principle.</i>				
B. Health Related	I. Safety	h. Environmental	7	7.5E recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	8.5E recognize harmful effects of the sun such as sunburn, heatstroke, heat exhaustion, and heat cramps and recommend prevention methods.	FPF.3C explain the relationship between fluid balance, physical activity, and environmental conditions such as loss of water and salt during exercise.				
B. Health Related	I. Safety	h. Environmental	7.1	<i>describe harmful effects and recommended treatment procedures of the sun such as sunburn, skin cancer, heatstroke, heat exhaustion, and heat cramps.</i>	<i>describe harmful effects and recommended treatment procedures of the sun such as sunburn, skin cancer, heatstroke, heat exhaustion, and heat cramps and prevention methods.</i>	<i>describe the relationship of fluid balance, physical activities and environment such as hydration and dehydration.</i>				
B. Health Related	I. Safety	i. Water Safety	8	7.L012 explain water safety and basic rescue procedures.	8.L012 explain water safety and basic rescue procedures.	FPF.L018 explain water safety and basic rescue procedures.				

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B. Health Related	I. Safety	i. Water Safety	8.1	<i>describe appropriate water safety rules: never swim alone, never run around the pool, know the relationship between water depth and entry approach, recognize the lifeguard and his/her purpose.</i>	<i>identify water safety rules such as not to swim alone, not to go in water for rescue; and demonstrate proper reach and throw rescue.</i>	<i>name water safety rules during recreational swimming such as following pool rules, wearing a life jacket, survival floating and swimming in a supervised area.</i>	<i>practice water safety and basic rescue procedures such as those established by the American Red Cross.</i>	<i>practice water safety and basic rescue procedures such as those established by the American Red Cross.</i>	<i>describe water safety and basic rescue procedures such as those established by the American Red Cross.</i>	<i>describe water safety and basic rescue procedures such as those established by the American Red Cross.</i>
B. Health Related	II Anatomy and Physiology	a. Muscular/Skeletal Systems	9	<b>K.L019</b> know that muscles and bones work together to produce movement.	<b>1.4C</b> describe how muscles and bones work together to produce movement.	<b>2.L011</b> identify major bones in the body.	<b>3.L016</b> identify major muscle groups.	<b>4.4D</b> identify major muscle groups and the movements they cause.	<b>5.4E</b> describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing.	<b>6.L019</b> describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing.
B. Health Related	II Anatomy and Physiology	a. Muscular/Skeletal Systems	9.1	<i>understand that the skeleton is the frame of the body and the muscles move the frame.</i>	<i>explain that the skeleton is the frame of the body and the muscles move the frame.</i>	<i>label the bones in the skeletal frame.</i>	<i>label the major muscle groups.</i>	<i>list major muscle groups including upper body, lower body and core and the movements they cause.</i>	<i>discuss and demonstrate how the muscular and skeletal systems work together to allow for movement including exercises such as jumping jacks, push-ups and curl-ups.</i>	<i>discuss and demonstrate how the muscular and skeletal systems work together to allow for movement.</i>
B. Health Related	II Anatomy and Physiology	b. Heart Rate	10	<b>K.4A</b> observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration.	<b>1.L018</b> observe and describe the immediate effect of physical activity on the heart and breathing rate and perspiration.	<b>2.4A</b> identify how regular physical activity strengthens the heart, lungs, and muscular system.	<b>3.4A</b> describe the long term effects of physical activity on the heart.	<b>4.4A</b> describe the effects of exercise on heart rate through the use of manual pulse checking or heart rate monitors.	<b>5.4B</b> self-monitor the heart rate during exercise.	<b>6.4D</b> 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.

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
B. Health Related	I. Safety	i. Water Safety	8.1	<i>describe and evaluate water safety and basic rescue procedures such as those established by the American Red Cross.</i>	<i>describe water safety and basic rescue procedures such as those established by the American Red Cross.</i>	<i>describe water safety and basic rescue procedures such as those established by the American Red Cross.</i>				
B. Health Related	II Anatomy & Physiology	a. Muscular/Skeletal Systems	9	<b>7.L013</b> describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing.	<b>8.L013</b> describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing.	<b>FPF.L019</b> describe the structure and function of the muscular and skeletal system as they relate to physical performance such as muscles pull on bones to cause movement, muscles work in pairs, and muscles work by contracting and relaxing.				
B. Health Related	II Anatomy & Physiology	a. Muscular/Skeletal Systems	9.1	<i>discuss how the muscular and skeletal systems work together to allow for movement.</i>	<i>discuss how the muscular and skeletal systems work together to allow for movement.</i>	<i>discuss how the muscular and skeletal systems work together to allow for movement.</i>				
B. Health Related	II Anatomy & Physiology	b. Heart Rate	10	<b>7.L014</b> 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.	<b>8.L014</b> 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.	<b>FPF.L020</b> 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.				

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
B. Health Related	II Anatomy and Physiology	b. Heart Rate	10.1	<i>detect and describe the immediate effect of physical activity on the heart, breathing rate and perspiration.</i>	<i>detect and describe the immediate effect of physical activity on the heart, breathing rate and perspiration.</i>	<i>explain how physical activity strengthens the heart, lungs, and muscular system.</i>	<i>understand and identify the long-term effects of physical activity on the heart including stronger heart muscle, increased blood flow, extended life span of the heart, decrease of the risk of heart disease and related illnesses.</i>	<i>compare and contrast the effects of exercise on heart rate through manual pulse checking or heart rate monitors during a series of moderate to vigorous activities such as cup stacking, walking and running.</i>	<i>evaluate heart rate during exercise utilizing methods such as manual, pulse checking, PEI (perceived exertion index) or heart rate monitors.</i>	<i>evaluate personal level of exertion while exercising using various techniques such as heart rate monitors, pedometers, pulse bars, manual pulse check and or fitnessgram assessment. Manual pulse check or computer generated data.</i>
B. Health Related	III. Health and Skill-Related Fitness Concepts	a. Fitness Components	11	<b>K.L020 know that moving is healthy and develop awareness of health-related fitness components.</b>	<b>1.L019 know that moving is healthy and develop awareness of health-related fitness components.</b>	<b>2.L012 know that moving is healthy and develop awareness of health-related fitness components.</b>	<b>3.L017 name the components of health-related fitness such as strength, endurance, and flexibility.</b>	<b>4.3B name the components of health-related fitness such as strength, endurance, and flexibility.</b>	<b>5.4C match different types of physical activity with health-related fitness components.</b>	<b>6.4E identify each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness.</b>
B. Health Related	III. Health and Skill-Related Fitness Concepts	a. Fitness Components	11.1	<i>understand activities that reflect strength, endurance, flexibility, cardio-vascular, and body composition.</i>	<i>understand activities that reflect strength, endurance, flexibility, cardio-vascular, and body composition.</i>	<i>describe activities that reflect strength, endurance, flexibility, cardio-vascular, and body composition.</i>	<i>define the components of health-related fitness including cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition.</i>	<i>list the components of health-related fitness including cardiovascular endurance, muscular strength, muscular endurance, flexibility and body composition.</i>	<i>categorize the different types of physical activities with health-related fitness components such as muscular endurance and curls-ups, and flexibility and stretching.</i>	<i>list and explain each health-related fitness component and describe how participating in cardiovascular endurance, muscular strength and endurance, and flexibility actions impact personal fitness.</i>
B. Health Related	III. Health and Skill-Related Fitness Concepts	a. Fitness Components	12	<b>K.L021 know that participating in daily physical activity keeps you healthy.</b>	<b>1.L020 describe activities that involve running and catching.</b>	<b>2.L013 describe activities that involve running and catching.</b>	<b>3.L018 recognize the components of skill-related fitness such as running, jumping, and throwing.</b>	<b>4.L014 recognize the components of skill-related fitness such as, running, jumping, and throwing.</b>	<b>5.L014 identify each skill-related fitness component and describe how participating in skill-related activities impacts personal fitness.</b>	<b>6.L020 identify each skill related fitness component and describe how participating in skill-related activities impacts personal fitness.</b>

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				<i>The student is expected to:</i>	<i>The student is expected to:</i>	<i>The student is expected to:</i>	<i>The student is expected to:</i>	<i>The student is expected to:</i>	<i>The student is expected to:</i>	<i>The student is expected to:</i>
<b>B. Health Related</b>	II Anatomy & Physiology	<b>b. Heart Rate</b>	10.1	<i>evaluate personal level of exertion while exercising using various techniques such as heart rate monitors, pedometers, pulse bars, manual pulse check and or fitnessgram assessment.</i>	<i>evaluate personal level of exertion while exercising using various techniques such as heart rate monitors, pedometers, pulse bars, manual pulse check and or fitnessgram assessment.</i>	<i>evaluate personal level of exertion while exercising using various techniques such as heart rate monitors, pedometers, pulse bars, manual pulse check and/or fitnessgram assessment.</i>				
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>a. Fitness Components</b>	11	<b>7.4C match personal physical activities to health-related fitness components.</b>	<b>8.L015 match personal physical activities to health-related fitness components.</b>	<b>FPF.4E describe methods of evaluating health-related fitness such as Cooper's 1.5 mile run test.</b>	<b>AOE.4A identify and apply the health-related fitness principles to outdoor activities.</b>	<b>AA.L008 identify and apply the health-related fitness principles to outdoor activities.</b>	<b>IS.L007 identify and apply the health-related fitness principles to outdoor activities.</b>	<b>TS.L007 identify and apply the health-related fitness principles to outdoor activities.</b>
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>a. Fitness Components</b>	11.1	<i>apply personal physical activities to health-related fitness components in state-mandated testing tool.</i>	<i>apply personal physical activities to health-related fitness components in state-mandated testing tool.</i>	<i>name and discuss various components of each health-related fitness category in the state-mandated testing tool.</i>	<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>	<i>evaluate methods of measuring health-related fitness including the state-mandated fitness assessment using various tools such as activity logs, journals and on-line teaching.</i>	<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>	<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 & Skill Related Fitness Concepts	<b>a. Fitness Components</b>	12	<b>7.L015 compare and contrast health-related and skill-related fitness.</b>	<b>8.L016 compare and contrast health-related and skill-related fitness.</b>	<b>FPF.4D compare and contrast health-related and skill-related fitness.</b>	<b>AOE.4B analyze the strengths and weaknesses of adventure/outdoor education activities and their effects on a personal fitness program.</b>	<b>AA.3B analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.</b>	<b>IS.4B analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.</b>	<b>TS.4B analyze and evaluate personal fitness status in terms of cardiovascular endurance, muscular strength and endurance, flexibility, and body composition.</b>

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
B. Health Related	III. Health and Skill-Related Fitness Concepts	a. Fitness Components	12.1	<i>understand that daily physical activity is healthy for you.</i>	<i>give examples of games and activities that involve running and catching.</i>	<i>give examples of games and activities that involve running and catching.</i>	<i>describe the components of skill-related fitness such as skills in basketball, baseball, etc.</i>	<i>describe the components of skill-related fitness such as skills in basketball, baseball, etc.</i>	<i>discuss how participation in skill-related games and activities impacts personal fitness.</i>	<i>discuss how participation in skill-related games and activities impacts personal fitness.</i>
B. Health Related	III. Health and Skill-Related Fitness Concepts	b. Physiological Effects of Exercise	13	<b>K.L022 understand that exercise is good for you.</b>	<b>1.L021 understand that exercise is good for you.</b>	<b>2.L014 understand that exercise is good for you.</b>	<b>3.L019 discuss the way exercise affects your body.</b>	<b>4.L015 discuss the way exercise affects your body.</b>	<b>5.L015 discuss the way exercise affects your body.</b>	<b>6.L021 assess physiological effects of exercise during and after physical activity.</b>
B. Health Related	III. Health and Skill-Related Fitness Concepts	b. Physiological Effects of Exercise	13.1	<i>know the importance of exercise.</i>	<i>discuss why exercise makes your body feel good.</i>	<i>discuss why exercise makes your body feel good.</i>	<i>list the benefits of exercising on your body.</i>	<i>list the benefits of exercising on your body.</i>	<i>list the benefits of exercising on your body.</i>	<i>take heart rate before, during and after physical activity.</i>
B. Health Related	III. Health and Skill-Related Fitness Concepts	c. FITT: Frequency, Intensity, Time and Type	14	<b>K.L023 introduce walking to improve daily fitness workout.</b>	<b>1.L022 introduce a combination of walking/jogging to improve fitness workouts.</b>	<b>2.L015 introduce frequency in their daily fitness workout.</b>	<b>3.L020 introduce time in their daily fitness workout.</b>	<b>4.L016 introduce intensity in their daily fitness program.</b>	<b>5.4D define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness.</b>	<b>6.L022 define the principle of frequency, intensity, and time and describe how to incorporate these principles to improve fitness.</b>

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				<b>The student is expected to:</b> <i>differentiate health- and skill-related fitness such as balance to flexibility and speed to muscular endurance.</i>	<b>The student is expected to:</b> <i>differentiate health- and skill- related fitness such as balance to flexibility and speed to muscular endurance.</i>	<b>The student is expected to:</b> <i>differentiate health and skill-related fitness such as balance to flexibility and speed to muscular endurance.</i>	<b>The student is expected to:</b> <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>The student is expected to:</b> <i>critique data after participating in pre-testing, goal setting and post-testing fitness activities for cardiovascular endurance, muscular strength and endurance, flexibility and body composition.</i>	<b>The student is expected to:</b> <i>critique data after participating in pre-testing, goal setting and post-testing fitness activities for cardiovascular endurance, muscular strength and endurance, flexibility and body composition.</i>	<b>The student is expected to:</b> <i>critique data after participating in pre-testing, goal setting and post-testing fitness activities for cardiovascular endurance, muscular strength and endurance, flexibility and body composition.</i>
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>a. Fitness Components</b>	12.1							
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>b. Physiological Effects of Exercise</b>	13	<b>7.4B assess physiological effects of exercise during and after physical activity.</b>	<b>8.4C assess physiological effects of exercise during and after physical activity.</b>	<b>FPF.5C explain how over training may contribute to negative health problems such as bulimia and anorexia.</b>				
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>b. Physiological Effects of Exercise</b>	13.1	<i>measure and evaluate physiological effects of exercise during and after physical activity such as monitoring heart rate and recovery.</i>	<i>measure and evaluate physiological effects of exercise during and after physical activity such as monitoring heart rate and recovery.</i>	<i>describe how over training may contribute to negative health problems such as eating disorders, muscle breakdown, and injuries.</i>				
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>c. FITT: Frequency, Intensity, Time &amp; Type</b>	14	<b>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.</b>	<b>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.</b>	<b>FPF.4F list and describe the components of exercise prescription such as overload principle, type, progression, or specificity.</b>	<b>AOE.3E describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio-respiratory endurance.</b>	<b>AA.3F describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio-respiratory endurance.</b>	<b>IS.4F describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio-respiratory endurance.</b>	<b>TS.4F describe two training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio-respiratory endurance.</b>

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>c. FITT: Frequency, Intensity, Time and Type</b>	14.1	<i>perform brisk walking using proper posture.</i>	<i>perform brisk walking/jogging using proper posture.</i>	<i>discuss frequency as it relates to your daily fitness workout.</i>	<i>define time and frequency as it relates to your daily fitness workout.</i>	<i>discuss intensity, frequency and time as it relates to your daily fitness workout.</i>	<i>describe how to use the FIT (frequency, intensity and time) principle in physical activities.</i>	<i>describe how to use the FIT (frequency, intensity and time) principle in physical activities.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>c. FITT: Frequency, Intensity, Time and Type</b>	15							
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>c. FITT: Frequency, Intensity, Time and Type</b>	15.1							
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>d. Cardio-Respiratory System</b>	16	<b>K.4B</b> locate lungs and explain their purpose.	<b>1.4B</b> describe the location and function of the heart.	<b>2.4B</b> describe how the blood carries oxygen and nutrients through the body.	<b>3.4B</b> distinguish between aerobic and anaerobic activities.	<b>4.L017</b> identify aerobic activities.	<b>5.4A</b> relate ways that aerobic exercise strengthens and improves the efficiency of the heart and lungs.	<b>6.4B</b> classify activities as being aerobic or anaerobic.

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				<b>The student is expected to:</b> <i>describe training principles to enhance performance in flexibility, muscular strength and endurance and cardio-respiratory endurance to include the following: Frequency - at least 3 times a week; Intensity - how hard to train; Time - at least 20 - 30 minutes; Overload - to train harder each time; Progression - to train a little more each time and Specificity - train on a specific fitness skill.</i>	<b>The student is expected to:</b> <i>describe training principles to enhance performance in flexibility, muscular strength and endurance and cardio-respiratory endurance to include the following: Frequency - at least 3 times a week; Intensity - how hard to train; Time - at least 20 - 30 minutes; Overload - to train harder each time; Progression - to train a little more each time; and Specificity - train on a specific fitness skill.</i>	<b>The student is expected to:</b> <i>name and discuss the exercise prescription components such as overload principle, type, progression, or specificity.</i>	<b>The student is expected to:</b> <i>explain the FITT principle.</i>	<b>The student is expected to:</b> <i>explain the FITT principle.</i>	<b>The student is expected to:</b> <i>explain the FITT principle.</i>	<b>The student is expected to:</b> <i>explain the FITT principle.</i>
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>c. FITT: Frequency, Intensity, Time &amp; Type</b>	14.1							
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>c. FITT: Frequency, Intensity, Time &amp; Type</b>	15							<b>TS.5A</b> discuss training principles appropriate for enhancing flexibility, muscular strength and endurance, and cardio-respiratory endurance.
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>c. FITT: Frequency, Intensity, Time &amp; Type</b>	15.1							<i>explain the FITT principle.</i>
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>d. Cardio-Respiratory System</b>	16	<b>7.4D</b> analyze the strength and weaknesses of selected physical activities.	<b>8.4B</b> select aerobic exercises and describe the effects on the heart and overall health.	<b>FPF.L021</b> differentiate between aerobic and anaerobic activities.	<b>AOE.3B</b> analyze and compare health and fitness benefits derived from participation in adventure/outdoor education activities.	<b>AA.3C</b> analyze and compare health and fitness benefits derived from participating in selected aerobic activities.	<b>IS.4C</b> analyze and compare health and fitness benefits derived from participating in selected individual sports.	<b>TS.4C</b> describe the health and fitness benefits derived from participating in selected team sports.

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
B. Health Related	III. Health and Skill-Related Fitness Concepts	d. Cardio-Respiratory System	16.1	identify the location of the lungs and heart on the body and explain their purpose.	recognize that the heart is a muscle which moves the blood throughout the body.	explain how the blood carries oxygen and nutrients throughout the body.	describe aerobic activity and notice body changes such as increased heart rate, breathing rate and perspiration.	list aerobic activities such as running, bicycling, dancing and jump roping.	describe how aerobic exercise improves the flow of oxygen through the body.	calculate personal target heart rate and establish FIT (frequency, intensity, time) such as walking 3 times per week for 30 minutes.
B. Health Related	III. Health and Skill-Related Fitness Concepts	d. Cardio-Respiratory System	17							6.4C describe the effects of aerobic exercise on the heart and overall health.
B. Health Related	III. Health and Skill-Related Fitness Concepts	d. Cardio-Respiratory System	17.1							explain how aerobic exercise affects the heart and overall health.
B. Health Related	III. Health and Skill-Related Fitness Concepts	e. Lifelong Fitness	18	K.L024 give examples of lifelong physical activities.	1.L023 name two lifelong physical activities.	2.L016 name lifelong physical activities for families.	3.L021 list a positive effect of lifelong physical activities for families.	4.L018 discuss the importance of lifelong physical activities for families.	5.L016 discuss the importance of lifelong physical activities for families.	6.L023 identify positive lifelong physical activities for families.
B. Health Related	III. Health and Skill-Related Fitness Concepts	e. Lifelong Fitness	18.1	define what is a lifelong activity.	explain why your physical activities are considered lifelong activities.	describe the positive effects of your family participating in lifelong physical activities.	discuss the positive effects of participating in lifelong activity.	explain the importance of participating in physical activity throughout life.	explain the importance of participating in physical activity throughout life.	list and describe the positive effects of participating in lifelong physical activities.
B. Health Related	III. Health and Skill-Related Fitness Concepts	f. Opportunities for Physical Activity	19	K.L025 define a team sport.	1.L024 describe the benefits of team sports.	2.L017 identify the opportunities that are available to play team sports.	3.3E identify opportunities for participation in physical activity in the community such as little league and parks and recreation.	4.3F identify opportunities for participation in physical activity in the community such as little league and parks and recreation.	5.3C explain the value of participation in community physical activities such as little league and parks and recreation.	6.3A identify opportunities in the school and community for regular participation in physical activity.

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Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>d. Cardio-Respiratory System</b>	16.1	<i>categorize the strength and weaknesses of selected physical activities including weight training, walking/jogging, and swimming.</i>	<i>select and participate in aerobic exercises including walking and jogging and explain their effects on the heart and overall health.</i>	<i>compare and contrast different aerobic and anaerobic physical activities such as mile run verses 100 yard dash and 30 second jump rope verses 30 second walking.</i>	<i>evaluate the health and fitness benefits from various outdoor activities such as fishing, camping, orienteering, cooking boating, hunting and survival skills.</i>	<i>evaluate the health and fitness benefits from various aerobic activities such as aerobic dance, jump rope, fitness stations and tae bo.</i>	<i>evaluate the health and fitness benefits from various individual sports such as weight training, tennis, swimming, golf and badminton.</i>	<i>evaluate the health and fitness benefits from various team sports such as basketball, softball, volleyball, football and soccer.</i>
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>d. Cardio-Respiratory System</b>	17							
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>d. Cardio-Respiratory System</b>	17.1							
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>e. Lifelong Fitness</b>	18	<b>7.3B identify favorite lifelong physical activities.</b>	<b>8.3D identify favorite lifelong physical activities.</b>	<b>FPF.5A investigate positive and negative attitudes towards exercise and physical activities.</b>				
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>e. Lifelong Fitness</b>	18.1	<i>discuss, introduce, or perform a variety of lifelong physical activities to increase awareness.</i>	<i>discuss, introduce, or perform a variety of lifelong physical activities to increase awareness.</i>	<i>recognize and evaluate positive and negative attitudes towards exercise and physical activities such as myth vs. facts (female weight training builds bulky muscles) and "no pain, no gain."</i>				
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>f. Opportunities for Physical Activity</b>	19	<b>7.L016 identify opportunities in the school and community for regular participation in physical activity.</b>	<b>8.3B identify opportunities in the school and community for regular participation in physical activity.</b>	<b>FPF.4G design and implement a personal fitness program.</b>	<b>AOE.1C develop an appropriate conditioning program for the selected activity.</b>	<b>AA.L009 identify aerobic activities that achieve health-related fitness goals in both school and community settings.</b>	<b>IS.L008 identify individual sports that achieve health-related fitness goals in both school and community settings.</b>	<b>TS.6C identify team sports that achieve health-related fitness goals in both school and community settings.</b>

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
B. Health Related	III. Health and Skill-Related Fitness Concepts	f. Opportunities for Physical Activity	19.1	<i>name two team sports.</i>	<i>explain the benefits of participating in a team sport.</i>	<i>name opportunities to participate in team sports.</i>	<i>describe opportunities for participation in physical activity in the community such as distribution of printed materials, announcements of upcoming events, guest speakers, personal student testimonies, involvement in Boys and Girls Clubs, little league, soccer leagues and YMCA.</i>	<i>describe opportunities for participation in physical activity in the community such as distribution of printed materials, announcements of upcoming events, guest speakers, personal student testimonies, involvement in Boys and Girls Clubs, little league, soccer leagues and YMCA.</i>	<i>discuss the benefits of participation in physical activity outside the school setting.</i>	<i>name activities that are available such as martial arts, swim team, gymnastics, fencing, horse back riding or club sports.</i>
B. Health Related	III. Health and Skill-Related Fitness Concepts	f. Opportunities for Physical Activity	20	<b>K.3A describe and select physical activities that provide opportunities for enjoyment and challenge.</b>	<b>1.3A describe and select physical activities that provide opportunities for enjoyment and challenge.</b>	<b>2.3A describe and select physical activities that provide opportunities for enjoyment and challenge.</b>	<b>3.3A describe and select physical activities that provide for enjoyment and challenge.</b>	<b>4.3A describe and select physical activities that provide for enjoyment and challenge.</b>	<b>5.L017 describe and select physical activities that provide for enjoyment and challenge.</b>	<b>6.L024 describe and select physical activities that provide for enjoyment and challenge.</b>
B. Health Related	III. Health and Skill-Related Fitness Concepts	f. Opportunities for Physical Activity	20.1	<i>understand that selected physical activity can provide opportunities for enjoyment and challenge and may include locomotor movements such as skipping, galloping, and jogging.</i>	<i>name outside activities that promote enjoyment and challenge such as youth sport leagues, dancing, gymnastics and karate.</i>	<i>select a skill station of choice such as skill-specific activities: throwing, catching, ball-handling, and striking.</i>	<i>promote physical activities that provide enjoyment and challenge such as student interest survey, show and tell, and lifetime activities.</i>	<i>promote physical activities that you would enjoy doing such as skill stations of choice and modified team games.</i>	<i>promote physical activities that you would enjoy doing such as, bicycle riding, swimming and roller blading.</i>	<i>promote physical activities that you would enjoy doing such as bicycle riding, swimming and roller blading.</i>
B. Health Related	III. Health and Skill-Related Fitness Concepts	f. Opportunities for Physical Activity	21	<b>K.L026 participate in regular physical activity.</b>	<b>1.L025 participate in regular physical activity.</b>	<b>2.L018 participate in regular physical activity based on individual interest and/or capabilities.</b>	<b>3.L022 participate in regular physical activity based on individual interest and/or capabilities.</b>	<b>4.L019 participate in regular physical activity outside of school activities based on individual interests and/or capabilities.</b>	<b>5.L018 participate in regular physical activity outside of school activities based on individual interests and/or capabilities.</b>	<b>6.L025 participate in regular physical activity outside of school activities based on individual interests and/or capabilities.</b>

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				<b>The student is expected to:</b> <i>locate recreational leagues, intramurals and athletic competitive teams near your school.</i>	<b>The student is expected to:</b> <i>locate recreational leagues, intramurals and athletic competitive teams near your school.</i>	<b>The student is expected to:</b> <i>create and apply a personal fitness program including skill-related and health-related components of fitness.</i>	<b>The student is expected to:</b> <i>create and apply an appropriate conditioning program for adventure/outdoor activities.</i>	<b>The student is expected to:</b> <i>name aerobic activities that are available in both school and community settings that promote health-related fitness goals such as aerobic dance and step aerobics.</i>	<b>The student is expected to:</b> <i>name individual sports activities that are available in both school and community settings that promote health-related fitness goals such as tennis, golf and swimming.</i>	<b>The student is expected to:</b> <i>name team sports that are available in both school and community settings that promote health-related fitness goals such as basketball, football and soccer.</i>
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>f. Opportunities for Physical Activity</b>	19.1							
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>f. Opportunities for Physical Activity</b>	20	<b>7.L017 describe and select physical activities that provide for enjoyment and challenge.</b>	<b>8.3A describe and select physical activities that provide for enjoyment and challenge.</b>	<b>FPF.4A explain the relationship between physical fitness and health.</b>	<b>AOE.3A select and participate in adventure/outdoor education activities that provide for enjoyment and challenge.</b>	<b>AA.3A select and participate in aerobic activities that provide for enjoyment and challenge.</b>	<b>IS.4A select and participate in individual sports that provide for enjoyment and challenge.</b>	<b>TS.4A select and participate in team sports that provide for enjoyment and challenge.</b>
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>f. Opportunities for Physical Activity</b>	20.1	<i>promote physical activities that you would enjoy doing such as dance, yoga, skate boarding and bicycle riding.</i>	<i>promote physical activities that you would enjoy doing such as dance, yoga, skate boarding and bicycle riding.</i>	<i>promote physical activities that you would enjoy doing such as weight lifting, fitness training and fitness activities.</i>	<i>choose and participate in adventure/outdoor education activities that promote enjoyment and challenge such as fishing, camping, boating and hunting.</i>	<i>choose and participate in aerobic activities that promote enjoyment and challenge such as aerobic dance, bicycling, jogging and step aerobics.</i>	<i>choose and participate in individual sports activities that promote enjoyment and challenge such as tennis, badminton, golf and swimming.</i>	<i>choose and participate in team sports activities that promote enjoyment and challenge such as basketball, football, softball/baseball, soccer and volleyball.</i>
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>f. Opportunities for Physical Activity</b>	21	<b>7.3A participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities.</b>	<b>8.3C participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities.</b>	<b>FPF.L022 participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities.</b>	<b>AOE.L008 participate regularly in adventure/outdoor activities.</b>	<b>AA.L010 participate regularly in aerobic activities.</b>	<b>IS.L009 participate regularly in individual sports activities.</b>	<b>TS.6D participate regularly in team sports.</b>

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**Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports**

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				<b>The student is expected to:</b>						
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>f. Opportunities for Physical Activity</b>	21.1	<i>accumulate 60 minutes each day of age-appropriate moderate to vigorous physical activities to achieve optimal health, wellness, fitness and performance benefits.</i>	<i>accumulate 60 minutes each day of age-appropriate moderate to vigorous physical activities to achieve optimal health, wellness, fitness and performance benefits.</i>	<i>accumulate 60 minutes each day of age-appropriate moderate to vigorous physical activities to achieve optimal health, wellness, fitness and performance benefits.</i>	<i>accumulate 60 minutes each day of age-appropriate moderate to vigorous physical activities to achieve optimal health, wellness, fitness and performance benefits.</i>	<i>accumulate 60 minutes each day of age-appropriate moderate to vigorous physical activities to achieve optimal health, wellness, fitness and performance benefits.</i>	<i>accumulate 60 minutes each day of age-appropriate moderate to vigorous physical activities to achieve optimal health, wellness, fitness and performance benefits.</i>	<i>accumulate 60 minutes each day of age-appropriate moderate to vigorous physical activities to achieve optimal health, wellness, fitness and performance benefits.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>g. Goal Setting</b>	22	<b>K.L027 know that developing awareness of goal setting in relation to physical activity is important.</b>	<b>1.L026 know that developing awareness of goal setting in relation to physical activity is important.</b>	<b>2.L019 know that developing awareness of goal setting in relation to physical activity is important.</b>	<b>3.L023 know that developing awareness of goal setting in relation to physical activity is important.</b>	<b>4.L020 identify appropriate personal fitness goals in each of the components of health-related fitness.</b>	<b>5.3B identify appropriate personal fitness goals in each of the components of health-related fitness.</b>	<b>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.</b>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>g. Goal Setting</b>	22.1	<i>know how to set a fitness goal.</i>	<i>create a goal using one of the fitness component such as flexibility.</i>	<i>create a goal using one of the fitness component such as flexibility</i>	<i>list and participate in health-related fitness using the state-mandated assessment tool.</i>	<i>set a personal goal for each health-related fitness component using the state-mandated assessment tool.</i>	<i>set a personal goal for each health-related fitness component using the state-mandated assessment tool.</i>	<i>monitor fitness progress using the state-mandated assessment tool.</i>
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>g. Goal Setting</b>	23							
<b>B. Health Related</b>	III. Health and Skill-Related Fitness Concepts	<b>g. Goal Setting</b>	23.1							

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>f. Opportunities for Physical Activity</b>	21.1	<i>participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities such as intramurals, athletic, clubs, recreational leagues, Boy/Girl scout and YMCA activities, and church leagues.</i>	<i>participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities such as intramurals, athletic, clubs, recreational leagues, Boy/Girl scout and YMCA activities, and church leagues.</i>	<i>participate in games, sports, dance, and/or outdoor pursuits in and outside of school based on individual interests and/or capabilities such as intramurals, athletic, clubs, recreational leagues, Boy/Girl scout and YMCA activities, and church leagues.</i>	<i>participate on a regular basis in adventure/outdoor activities such as fishing, boating, hunting and camping.</i>	<i>participate on a regular basis in aerobic activities such as aerobic dance, step aerobics, tai bo, bicycling and jogging.</i>	<i>participate on a regular basis in individual sport activities such as tennis, golf and swimming.</i>	<i>participate on a regular basis in team sport activities such as basketball, football, softball/baseball, beachball volleyball and soccer.</i>
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>g. Goal Setting</b>	22	<b>7.3D evaluate personal fitness goals and make appropriate changes for improvement.</b>	<b>8.3H evaluate personal fitness goals and make appropriate changes for improvement.</b>	<b>FPF.L023 evaluate personal fitness goals and make appropriate changes for improvement.</b>	<b>AOE.3D develop and participate in a personal fitness program that has the potential to meet identified goals.</b>	<b>AA.3E develop and participate in a personal fitness program that has the potential to provide identified goals.</b>	<b>IS.4E explain the inter-relatedness between selected individual sports and a personal fitness program.</b>	<b>TS.4E develop and participate in a personal fitness program that has the potential to provide identified goals.</b>
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>g. Goal Setting</b>	22.1	<i>establish personal fitness goals and make appropriate changes for improvement by applying learned fitness concepts such as increasing frequency, intensity and time.</i>	<i>establish personal fitness goals and make appropriate changes for improvement by applying learned fitness concepts such as increasing frequency, intensity and time.</i>	<i>establish personal fitness goals and make appropriate changes for improvement by applying learned fitness concepts such as increasing frequency, intensity and time.</i>	<i>establish personal fitness goals and make appropriate changes for improvement by applying learned fitness concepts such as increasing frequency, intensity and time.</i>	<i>establish personal fitness goals and make appropriate changes for improvement by applying learned fitness concepts such as increasing frequency, intensity and time.</i>	<i>establish personal fitness goals and make appropriate changes for improvement by applying learned fitness concepts such as increasing frequency, intensity and time.</i>	<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. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>g. Goal Setting</b>	23				<b>AOE.3C establish realistic yet challenging health-related fitness goals.</b>	<b>AA.3D establish realistic yet challenging health-related fitness goals.</b>	<b>IS.4D establish realistic yet challenging health-related fitness goals for selected individual sports.</b>	<b>TS.4D establish realistic yet challenging health-related fitness goals.</b>
<b>B. Health Related</b>	III. Health & Skill Related Fitness Concepts	<b>g. Goal Setting</b>	23.1				<i>develop practical and challenging health-related fitness goals such as flexibility, cardiovascular endurance, muscular strength and endurance and body composition.</i>	<i>develop practical and challenging health-related fitness goals such as flexibility, cardiovascular endurance, muscular strength and endurance and body composition.</i>	<i>develop practical and challenging health-related fitness goals such as flexibility, cardiovascular endurance, muscular strength and endurance and body composition.</i>	<i>develop practical and challenging health-related fitness goals such as flexibility, cardiovascular endurance, muscular strength and endurance and body composition.</i>

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>a. Benefits of Physical Activity</b>	24	<b>K.L028</b> know that a healthy lifestyle includes physical activity.	<b>1.L027</b> know that a healthy lifestyle includes physical activity.	<b>2.L020</b> identify components of a healthy lifestyle.	<b>3.L024</b> identify components of a healthy lifestyle.	<b>4.L021</b> explain that lifestyle choices are personal and continuous.	<b>5.L019</b> describe selected long-term benefits of regular physical activity.	<b>6.4A</b> describe selected long-term benefits of regular physical activity.
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>a. Benefits of Physical Activity</b>	24.1	<i>understand that physical activity is a healthy practice.</i>	<i>understand that physical activity is a healthy practice.</i>	<i>recognize components of a healthy lifestyle including adequate sleep, proper nutrition, and regular physical activity.</i>	<i>recognize components of a healthy lifestyle including adequate sleep, proper nutrition, and regular physical activity.</i>	<i>discuss who is responsible for YOUR lifestyle choices and for how long.</i>	<i>list physical, mental and social benefits of participating in regular physical activity.</i>	<i>list physical, mental and social benefits of participating in regular physical activity.</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>b. Moderate/Vigorous Physical Activity</b>	25	<b>K.3B</b> participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.	<b>1.3B</b> participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.	<b>2.3B</b> participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.	<b>3.3B</b> participate in moderate to vigorous physical activities on a daily basis that cause increased heart rate, breathing rate, and perspiration.	<b>4.4B</b> participate in moderate to vigorous physical activities on a daily basis.	<b>5.3A</b> participate in moderate to vigorous physical activities on a daily basis that develop health-related fitness.	<b>6.3B</b> participate in moderate to vigorous health-related physical activities on a regular basis.
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>b. Moderate/Vigorous Physical Activity</b>	25.1	<i>establish a daily fitness routine using moderate to vigorous physical activities to increase heart rate, breathing and perspiration rate such as walking, cycling, jogging and playing sport activities.</i>	<i>establish a daily fitness routine using moderate to vigorous physical activities such as walking, cycling, jogging and playing sport activities to increase heart rate, breathing and perspiration rate .</i>	<i>establish a daily fitness routine using moderate to vigorous physical activities such as walking, cycling, jogging and playing sport activities to increase heart rate, breathing and perspiration rate.</i>	<i>establish a daily fitness routine using moderate to vigorous physical activities such as walking, cycling, jogging and playing sport activities to increase heart rate, breathing and perspiration rate.</i>	<i>establish a daily fitness routine using moderate to vigorous physical activities such as walking, cycling, jogging and playing sport activities to increase heart rate, breathing and perspiration rate.</i>	<i>perform moderate to vigorous physical activities that make your heart and respiration rate increase such as physical education classes, recess and outside the school setting.</i>	<i>practice in moderate to vigorous health-related activities such as performing, speed walking, jogging, running, individual and team sports on a regular basis.</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>c. Rest, Sleep and Recovery Time</b>	26	<b>K.4C</b> state that rest and sleep are important in caring for the body.	<b>1.4E</b> explain the negative effects of smoking, lack of sleep, and poor dietary habits on physical performance and on the body.	<b>2.4F</b> describe the need for rest and sleep in caring for the body.	<b>3.L025</b> describe the need for rest and sleep in caring for the body.	<b>4.4H</b> describe the need for rest and sleep in recovering from exercise.	<b>5.L020</b> describe the need for rest and sleep in recovering from exercise.	<b>6.L026</b> explain how recovery time can provide insight into one's fitness level (time needed to return to resting HR).

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
<b>B. Health Related</b>	IV. Health & Skill Related Fitness Benefits	<b>a. Benefits of Physical Activity</b>	24	<b>7.4A list long-term physiological and psychological benefits that may result from regular participation in physical activity.</b>	<b>8.4A list long-term physiological and psychological benefits that may result from regular participation in physical activity.</b>	<b>FPF.1A apply physiological principles related to exercise and training such as warm-up/cool down, overload, frequency, intensity, specificity, or progression.</b>	<b>AOE.4C show evidence of developing and maintaining health-related fitness.</b>	<b>AA.L011 show evidence of developing and maintaining health-related fitness.</b>	<b>IS.L010 show evidence of developing and maintaining health-related fitness.</b>	<b>TS.L008 show evidence of developing and maintaining health-related fitness.</b>
<b>B. Health Related</b>	IV. Health & Skill Related Fitness Benefits	<b>a. Benefits of Physical Activity</b>	24.1	<i>describe long-term physiological and psychological benefits that may result from regular participation in physical activity such as increased energy/endurance levels and improved self-esteem/image.</i>	<i>describe long-term physiological and psychological benefits that may result from regular participation in physical activity such as increased energy/endurance levels and improved self-esteem/image.</i>	<i>demonstrate physiological principles related to exercise and training such as warm-up/cool-down, overload, frequency, intensity, specificity, or progression.</i>	<i>participate in the state fitness assessment tool on a regular basis and participate in physical activities that promote fitness.</i>	<i>participate in the state fitness assessment tool on a regular basis and participate in physical activities that promote fitness.</i>	<i>participate in the state fitness assessment tool on a regular basis and participate in physical activities that promote fitness.</i>	<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>	IV. Health & Skill Related Fitness Benefits	<b>b. Moderate/Vigorous Physical Activity</b>	25	<b>7.3C participate in moderate to vigorous health-related physical activities on a regular basis.</b>	<b>8.3E participate in moderate to vigorous physical activity for a sustained period of time on a regular basis.</b>	<b>FPF.4B participate in a variety of activities that develop health-related physical fitness activities including aerobic exercise to develop cardiovascular efficiency.</b>				
<b>B. Health Related</b>	IV. Health & Skill Related Fitness Benefits	<b>b. Moderate/Vigorous Physical Activity</b>	25.1	<i>practice in moderate to vigorous health-related activities such as performing, speed walking, jogging, running, individual and team sports on a regular basis.</i>	<i>practice in moderate to vigorous health-related activities such as performing, speed walking, jogging, running, individual and team sports on a regular basis.</i>	<i>practice in a variety of activities that develop cardiovascular fitness including aerobics and other activities such as jogging, basketball, jump roping and jumping jacks.</i>				
<b>B. Health Related</b>	IV. Health & Skill Related Fitness Benefits	<b>c. Rest, Sleep &amp; Recovery Time</b>	26	<b>7.L018 explain how recovery time can provide insight into one's fitness level (time needed to return to resting HR).</b>	<b>8.L017 explain how recovery time can provide insight into one's fitness level (time needed to return to resting HR).</b>	<b>FPF.L024 explain why recovery time is necessary.</b>				

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**Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports**

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>c. Rest, Sleep and Recovery Time</b>	26.1	<i>understand the importance of caring for the body including rest and sleep.</i>	<i>discuss the implications of the following: 1) the effects of smoking on the heart and lung and links to cancer; 2) the effects of lack of sleep on daily life performance; 3) the effects of poor diet on the body such as lack of energy and weak body.</i>	<i>explain the importance of rest to activity level through games and activities that include periods of rest/recovery. Discuss recommended hours of sleep for age/grade level.</i>	<i>explain the importance of rest to activity level through games and activities that include periods of rest/recovery. Discuss recommended hours of sleep for age/grade level.</i>	<i>explain the importance of rest to activity level through games and activities that include periods of rest/recovery. Discuss recommended hours of sleep for age/grade level.</i>	<i>explain the importance of rest to activity level through games and activities that include periods of rest/recovery. Discuss recommended hours of sleep for age/grade level.</i>	<i>list recommended recovery times for various physical activities such as weight lifting, jogging, etc.</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>d. Muscular Strength and Endurance</b>	27	<b>K.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.</b>	<b>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.</b>	<b>2.3D 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.</b>	<b>3.3D 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.</b>	<b>4.3E participate in activities that develop and maintain muscular strength and endurance.</b>	<b>5.L021 participate in activities that develop and maintain muscular strength and endurance.</b>	<b>6.L027 develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs.</b>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>d. Muscular Strength and Endurance</b>	27.1	<i>participate in activities that promote balance, upper body strength, and locomotor skills including animal walks (crab, seal, bear), push-up progressions, balancing progressions and abdominal activities.</i>	<i>execute activities that promote muscular strength and endurance such as scooter activities, crab walk, bear walk, stationary push-ups and squats.</i>	<i>practice fitness test components such as push-ups, curl-ups, vertical jumps and pull-ups.</i>	<i>perform a variety of activities focusing on lifting and supporting his/her own weight such as wall/static push-up, animal walks (bear and crab), mule kicks.</i>	<i>identify and demonstrate activities that develop and maintain muscular strength and endurance such as soccer and jogging.</i>	<i>identify and demonstrate activities that develop and maintain muscular strength and endurance such as soccer and jogging.</i>	<i>participate in activities that develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back and legs, such as, straight body push-ups, curl-ups, trunk lift and squats.</i>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>e. Flexibility</b>	28	<b>K.3C participate in appropriate exercises for flexibility in shoulders, legs, and trunk.</b>	<b>1.3C participate in appropriate exercises for flexibility in shoulders, legs, and trunk.</b>	<b>2.3C participate in appropriate exercises for flexibility in shoulders, legs, and trunk.</b>	<b>3.3C participate in appropriate exercises for developing flexibility.</b>	<b>4.3C identify and demonstrate a variety of exercises that promote flexibility.</b>	<b>5.L022 improve flexibility in shoulders, trunk, and legs.</b>	<b>6.L028 maintain healthy levels of flexibility.</b>
<b>B. Health Related</b>	IV. Health and Skill-Related Fitness Benefits	<b>e. Flexibility</b>	28.1	<i>demonstrate correct techniques to develop flexibility such as shoulder stretch, sit and reach and trunk lift.</i>	<i>demonstrate correct techniques to develop flexibility such as shoulder stretch, sit and reach and trunk lift.</i>	<i>demonstrate correct techniques to develop flexibility such as shoulder stretch, sit and reach and trunk lift.</i>	<i>perform appropriate exercise for developing flexibility such as shoulder roll (forward and backward), modified hurdle stretch, trunk twist and ankle circles.</i>	<i>perform appropriate exercise for developing flexibility such as shoulder roll (forward and backward), modified hurdle stretch, trunk twist and ankle circles.</i>	<i>create a plan using a variety of flexibility exercises and activities such as shoulder stretch and crab walks to improve flexibility in shoulders, trunk and legs.</i>	<i>continue and/or increase healthy levels of flexibility.</i>

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
B. Health Related	IV. Health & Skill Related Fitness Benefits	c. Rest, Sleep & Recovery Time	26.1	<i>describe and demonstrate recommended recovery times for various physical activities such as weight lifting, jogging, etc.</i>	<i>describe and demonstrate recommended recovery times for various physical activities such as weight lifting, jogging, etc.</i>	<i>detail basic physiological functions that occur during recovery time from various physical activities such as, weight lifting, jogging/walking, interval training, etc.</i>				
B. Health Related	IV. Health & Skill Related Fitness Benefits	d. Muscular Strength & Endurance	27	<b>7.L019 develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs.</b>	<b>8.3G develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs.</b>	<b>FPF.L025 develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back, and legs.</b>				
B. Health Related	IV. Health & Skill Related Fitness Benefits	d. Muscular Strength & Endurance	27.1	<i>participate in activities that develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back and legs such as straight body push-ups, curl-ups, trunk lift and squats.</i>	<i>participate in activities that develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back and legs such as, straight body push-ups, curl-ups, trunk lift and squats.</i>	<i>participate in activities that develop and maintain muscular strength and endurance of the arms, shoulders, abdomen, back and legs, such as, straight body push-ups, curl-ups, trunk lift and squats.</i>				
B. Health Related	IV. Health & Skill Related Fitness Benefits	e. Flexibility	28	<b>7.L020 maintain healthy levels of flexibility.</b>	<b>8.3F maintain healthy levels of flexibility.</b>					
B. Health Related	IV. Health & Skill Related Fitness Benefits	e. Flexibility	28.1	<i>continue and/or increase healthy levels of flexibility.</i>	<i>continue and or increase healthy levels of flexibility</i>					

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
B. Health Related	IV. Health and Skill-Related Fitness Benefits	e. Flexibility	29					4.3D improve flexibility in shoulders, trunk, and legs.		
B. Health Related	IV. Health and Skill-Related Fitness Benefits	e. Flexibility	29.1					create a plan using a variety of flexibility exercises and activities such as shoulder stretch and crab walks to improve flexibility in shoulders, trunk and legs.		
B. Health Related	IV. Health and Skill-Related Fitness Benefits	f. Posture	30	K.L029 know that physical activity promotes strong bones.	1.L028 know that physical activity promotes strong bones and good posture.	2.L021 know that physical activity promotes strong bones and good posture.	3.4D identify principles of good posture and its impact on physical activity.	4.L022 identify principles of good posture and its impact on physical activity.	5.4G describe common skeletal problems and their effect on the body such as spinal curvatures.	6.L029 explain how to prevent skeletal problems, such as low bone density and curvature of the spine.
B. Health Related	IV. Health and Skill-Related Fitness Benefits	f. Posture	30.1	demonstrate good posture while sitting and standing.	demonstrate good posture while sitting and standing.	demonstrate proper posture while sitting and standing.	recognize the principals of good posture including alignment/balance; head up, shoulders back aligned with hips; arms hanging straight; strong core; and its impact on physical activity including increased endurance and strength and decreased back injury.	recognize the principals of good posture including alignment/balance; head up, shoulders back aligned with hips; arms hanging straight; strong core; and its impact on physical activity including increased endurance and strength and decreased back injury.	discuss the effects of low bone density such as brittle bones; the effects of scoliosis and back injuries.	describe the importance of exercise and calcium intake throughout the lifespan as well as maintaining muscular balance/flexibility in prevention of scoliosis and back injuries.
B. Health Related	IV. Health and Skill-Related Fitness Benefits	g. Stress Management	31	K.3E describe the benefits from involvement in daily physical activity such as feel better and sleep better.	1.L029 describe the benefits from involvement in daily physical activity such as feel better and sleep better.	2.L022 identify the relationship between physical activity and stress relief and demonstrate stress relief activities.	3.L026 identify the relationship between physical activity and stress relief and demonstrate stress relief activities.	4.4G explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release.	5.L023 explain the relationship between physical activity and stress relief and demonstrate stress relief activities such as brisk walking, gentle stretching, and muscle tension and release.	6.L030 describe and predict the effects of fitness related stress management techniques on the body.

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
B. Health Related	IV. Health & Skill Related Fitness Benefits	e. Flexibility	29							
B. Health Related	IV. Health & Skill Related Fitness Benefits	e. Flexibility	29.1							
B. Health Related	IV. Health & Skill Related Fitness Benefits	f. Posture	30	7.L021 explain how to prevent skeletal problems, such as low bone density and curvature of the spine.	8.L018 explain how to prevent skeletal problems, such as low bone density and curvature of the spine.	FPF.L026 evaluate exercises in their ability to promote flexibility, muscle balance, and increase bone density.				
B. Health Related	IV. Health & Skill Related Fitness Benefits	f. Posture	30.1	<i>describe the importance of exercise and calcium intake throughout the lifespan, as well as maintaining muscular balance/flexibility in prevention of scoliosis and back injuries.</i>	<i>describe the importance of exercise and calcium intake throughout the lifespan, as well as maintaining muscular balance/flexibility in prevention of scoliosis and back injuries.</i>	<i>participate in exercises that promote flexibility, muscle balance and increase bone density such as posture, stretches and weight lifting.</i>				
B. Health Related	IV. Health & Skill Related Fitness Benefits	g. Stress Management	31	7.4G describe and predict the effects of fitness-related stress management techniques on the body.	8.4F describe and predict the effects of stress management techniques on the body.	FPF.5B describe physical fitness activities that can be used for stress reduction.				

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
B. Health Related	IV. Health and Skill-Related Fitness Benefits	g. Stress Management	31.1	<i>understand the benefits from involvement in physical activity including sleep better; feel better and have more energy.</i>	<i>understand the benefit from involvement in physical activity including sleep better; feel better and have more energy.</i>	<i>describe and demonstrate the relationship between physical activity and stress.</i>	<i>describe and demonstrate the relationship between physical activity and stress.</i>	<i>practice various stress-relief techniques including brisk walking and gentle stretching.</i>	<i>practice various stress relief techniques including brisk walking and gentle stretching.</i>	<i>identify and discuss the effects of fitness-related stress management techniques on the body such as routine physical activity, proper rest, and positive nutritional habits.</i>
B. Health Related	V. Healthy Lifestyles	a. Active vs. Inactive Lifestyle	32	<b>K.L030</b> know the difference between an inactive and active lifestyle.	<b>1.4A</b> distinguish between active and inactive lifestyles.	<b>2.L023</b> recognize the link between physical activity/inactivity on the body.	<b>3.L027</b> recognize the link between physical activity/inactivity on the body.	<b>4.4F</b> explain the link between physical activity/inactivity and health such as reduce stress and burn calories.	<b>5.L024</b> explain the effects of nutrition and exercise on weight control.	<b>6.L031</b> explain the effects of nutrition and exercise on weight control, self concept and physical performance.
B. Health Related	V. Healthy Lifestyles	a. Active vs. Inactive Lifestyle	32.1	<i>understand the difference between an inactive and active lifestyle.</i>	<i>identify the differences between active and inactive lifestyles including riding bicycles and brisk walking, as opposed to video and computer games.</i>	<i>describe the link between physical activity/inactivity and health including healthy heart and lungs.</i>	<i>compare and contrast the difference between an active and inactive lifestyle and its affect on the muscles, heart and lungs.</i>	<i>describe how physical activity is needed for a healthier body. Describe how inactivity will cause a shorter life span with the possibility of more negative health issues such as heart problems stress and obesity.</i>	<i>describe the effect of eating and exercise patterns on weight control.</i>	<i>describe the effects of eating and exercise patterns on weight control, self-concept and physical performance.</i>
B. Health Related	VI. Nutrition	a. Nutrition	33	<b>K.L031</b> know that food is fuel for the body.	<b>1.4D</b> describe food as a source of energy.	<b>2.4D</b> explain the need for foods as a source of nutrients that provide energy for physical activity.	<b>3.4C</b> identify foods that increase or reduce bodily functions.	<b>4.4E</b> describe the relationship between food intake and physical activity such as calories consumed and calories expended.	<b>5.4F</b> 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.	<b>6.4F</b> identify specific foods that contain protein, vitamins, and minerals that are key elements to optimal body function.
B. Health Related	VI. Nutrition	a. Nutrition	33.1	<i>understand that food provides energy for the body.</i>	<i>discuss that food provides energy for the body.</i>	<i>discuss the components of the food and activity pyramid.</i>	<i>discuss various foods and their positive and negative effect on the body.</i>	<i>discuss that calories are burned during physical activity and how much physical activity it takes to burn off certain foods.</i>	<i>describe how a healthy eating plan contributes positively to your health. Discuss the food pyramid and activity pyramid as they relate to optimal body function.</i>	<i>describe how a healthy eating plan contributes positively to your health. Discuss the food pyramid and activity pyramid as they relate to optimal body function.</i>
B. Health Related	VI. Nutrition	b. Healthy Foods	34	<b>K.L032</b> know that there are healthy food choices for your body.	<b>1.L030</b> know that there are healthy food choices for your body.	<b>2.4C</b> identify foods that enhance a healthy heart.	<b>3.L028</b> identify foods that enhance a healthy heart.	<b>4.L023</b> recognize the components of a balanced meal.	<b>5.L025</b> identify the components of a balanced meal.	<b>6.L032</b> plan and design healthy menus for a week.

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>	<b>The student is expected to:</b>
<b>B. Health Related</b>	IV. Health & Skill Related Fitness Benefits	<b>g. Stress Management</b>	31.1	<i>identify and discuss the effects of fitness-related stress management techniques on the body such as routine physical activity, proper rest, and positive nutritional habits.</i>	<i>identify the effects of stress and describe and predict the effects of stress management techniques on the body such as adequate diet, sleep, and exercise habits.</i>	<i>apply and practice physical fitness activities that reduce stress such as walking, yoga, jogging, and stretching.</i>				
<b>B. Health Related</b>	V. Healthy Lifestyles	<b>a. Active vs. Inactive Lifestyle</b>	32	<b>7.4H explain the effects of eating and exercise patterns on weight control, self-concept and physical performance.</b>	<b>8.4G explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance.</b>	<b>FPF.5F analyze methods of weight control such as diet, exercise, or combination of both.</b>	<b>AOE.L009 explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance.</b>	<b>AA.L012 explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance.</b>	<b>IS.L011 explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance.</b>	<b>TS.5B explain the effects of eating and exercise patterns on weight control, self-concept, and physical performance.</b>
<b>B. Health Related</b>	V. Healthy Lifestyles	<b>a. Active vs. Inactive Lifestyle</b>	32.1	<i>describe the effects of eating and exercise patterns on weight control, self-concept and physical performance.</i>	<i>describe the effects of eating and exercise patterns on weight control, self-concept and physical performance.</i>	<i>evaluate positive and negative weight control methods including nutrition, exercise, and quick gimmicks.</i>	<i>describe the effects of eating and exercise patterns on weight control, self-concept and physical performance.</i>	<i>describe the effects of eating and exercise patterns on weight control, self-concept and physical performance.</i>	<i>describe the effects of eating and exercise patterns on weight control, self-concept and physical performance.</i>	<i>describe the effects of eating and exercise patterns on weight control, self-concept and physical performance.</i>
<b>B. Health Related</b>	VI. Nutrition	<b>a. Nutrition</b>	33	<b>7.4E identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function.</b>	<b>8.4D identify proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function.</b>	<b>FPF.5D analyze the relationship between sound nutritional practices and physical activity.</b>				
<b>B. Health Related</b>	VI. Nutrition	<b>a. Nutrition</b>	33.1	<i>describe the role of proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function.</i>	<i>describe the role of proteins, fats, carbohydrates, water, vitamins, and minerals as key elements found in foods that are necessary for optimal body function.</i>	<i>recognize and evaluate the relationship between nutrition and physical activity such as portion size to weight control and hydration to heat exhaustion.</i>				
<b>B. Health Related</b>	VI. Nutrition	<b>b. Healthy Foods</b>	34	<b>7.L022 plan and design healthy menus for a week.</b>	<b>8.L019 plan and design healthy menus for a week.</b>	<b>FPF.5E explain myths associated with physical activity and nutritional practices.</b>				

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**Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports**

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
<b>B. Health Related</b>	VI. Nutrition	<b>b. Healthy Foods</b>	34.1	<i>name healthy food choices for snacks and meals.</i>	<i>name healthy food choices for snacks and meals.</i>	<i>name heart-healthy foods such as whole grains, dairy products, and proteins.</i>	<i>name heart-healthy foods such as whole grains, dairy products, and proteins.</i>	<i>list the basic food groups according to the food pyramid.</i>	<i>list and describe examples of the components of a balanced meal.</i>	<i>design a healthy and balanced menu for one week.</i>
<b>B. Health Related</b>	VI. Nutrition	<b>c. Consumerism</b>	35	<b>K.L033</b> know there are opportunities available in the community that promote recreational activities/health and fitness.	<b>1.L031</b> know there are opportunities available in the community that promote recreational activities/health and fitness.	<b>2.L024</b> recognize contact information is available for local recreation departments, YMCA/YWCA, and other youth fitness opportunities.	<b>3.L029</b> recognize contact information is available for local recreation departments, YMCA/YWCA, and other youth fitness opportunities.	<b>4.4I</b> identify sources of information on skill improvement, fitness, and health such as books and technology.	<b>5.L026</b> identify sources of information on skill improvement, fitness, and health such as books and technology.	<b>6.4I</b> recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.
<b>B. Health Related</b>	VI. Nutrition	<b>c. Consumerism</b>	35.1	<i>understand there are recreation/health/fitness opportunities offered in the community.</i>	<i>understand there are recreation/health/fitness opportunities offered in the community.</i>	<i>name local recreation department, YMCA/YWCA, fitness opportunities online, in the phone book or school contacts/flyers.</i>	<i>name local recreation department, YMCA/YWCA, fitness opportunities online, in the phone book or school contacts/flyers.</i>	<i>name sources of information on skill improvement, fitness and health in places such as school/local library and online.</i>	<i>name sources of information on skill improvement, fitness and health in places such as school/local library and online.</i>	<i>identify current trends in media images aimed at youth. Discuss self-image/concept promoting personal contentment.</i>
<b>B. Health Related</b>	VII. Risk Behaviors	<b>a. Substance Abuse</b>	36	<b>K.L034</b> know the negative effects of smoking.	<b>1.L032</b> know the negative effects of smoking.	<b>2.4E</b> describe the negative effects of smoking on the lungs and the ability to exercise.	<b>3.L030</b> describe the negative effects of smoking on the lungs and the ability to exercise.	<b>4.L024</b> describe the changes that occur in the cardio-respiratory system as a result of smoking and how those changes affect the ability to perform physical activity.	<b>5.4H</b> describe the changes that occur in the cardio-respiratory system as a result of smoking and how those changes affect the ability to perform physical activity.	<b>6.4H</b> analyze ways outside influences affect decisions about care of the body such as alcohol and tobacco advertising and peer pressure.
<b>B. Health Related</b>	VII. Risk Behaviors	<b>a. Substance Abuse</b>	36.1	<i>understands the negative effects of smoking.</i>	<i>understands the negative effects of smoking.</i>	<i>while participating in physical activity, experience poor lung capacity through a variety of blowing activities such as balloon, ping pong balls, and straws.</i>	<i>experience poor lung capacity through a variety of blowing activities such as balloon, ping pong balls, and straws.</i>	<i>explain the effects of smoking on physical activity including the loss of lung capacity and cardiovascular endurance.</i>	<i>explain the effects of smoking on physical activity including the loss of lung capacity and cardiovascular endurance.</i>	<i>examine the ways outside influences affect decisions about care of the body including alcohol and tobacco advertising and peer pressure.</i>
<b>B. Health Related</b>	VII. Risk Behaviors	<b>a. Substance Abuse</b>	37	<b>K.L035</b> know the negative effects of alcohol and drugs.	<b>1.L033</b> know the negative effects of alcohol and drugs	<b>2.L025</b> recognize the negative effects of alcohol and drugs.	<b>3.L031</b> recognize the negative effects of alcohol and drugs on the individual and families.	<b>4.L025</b> describe how movement and coordination are affected by alcohol and other drugs	<b>5.4I</b> describe how movement and coordination are affected by alcohol and other drugs	<b>6.4G</b> recognize the effects of substance abuse on personal health and performance in physical activity.

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
B. Health Related	VI. Nutrition	b. Healthy Foods	34.1	<i>design a healthy and balanced menu for one week.</i>	<i>design a healthy and balanced menu for one week.</i>	<i>describe myths associated with physical activity and nutritional practices such as spot reduction (exercises/machines), power bars, power drinks, diet supplements, and fad diets.</i>				
B. Health Related	VI. Nutrition	c. Consumerism	35	<b>7.L023</b> recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.	<b>8.L020</b> recognize that idealized images of the human body and performance as presented by the media may not be appropriate to imitate.	<b>FPF.4H</b> evaluate consumer issues related to physical-fitness such as marketing claims promoting fitness products and services.				
B. Health Related	VI. Nutrition	c. Consumerism	35.1	<i>identify and discuss how media tries to influence consumer decisions on healthy lifestyles.</i>	<i>identify and discuss how media tries to influence consumer decisions on healthy lifestyles.</i>	<i>analyze various health-related fitness products and services to determine their actual effectiveness and validity.</i>				
B. Health Related	VII. Risk Behaviors	a. Substance Abuse	36	<b>7.L024</b> analyze ways outside influences affect decisions about care of the body such as alcohol and tobacco advertising and peer pressure.	<b>8.L021</b> analyze ways outside influences affect decisions about care of the body such as alcohol and tobacco advertising and peer pressure.	<b>FPF.5G</b> identify changeable risk factors such as inactivity, smoking, nutrition, and stress that affect physical activity and health.				
B. Health Related	VII. Risk Behaviors	a. Substance Abuse	36.1	<i>examine the ways outside influences affect decisions about care of the body including alcohol and tobacco advertising and peer pressure.</i>	<i>examine the ways outside influences affect decisions about care of the body including alcohol and tobacco advertising and peer pressure.</i>	<i>evaluate and discuss changeable risk factors that affect physical activities and health including obesity, smokeless tobacco and diabetes.</i>				
B. Health Related	VII. Risk Behaviors	a. Substance Abuse	37	<b>7.4I</b> recognize the effects of substance abuse on personal health and performance in physical activity.	<b>8.4H</b> recognize the effects of substance abuse on personal health and performance in physical activity.	<b>FPF.3D</b> identify the effects of substance abuse on physical performance.	<b>AOE.L010</b> explain the effects of substance abuse on personal health and performance in physical activity.	<b>AA.3H</b> explain the effects of substance abuse on personal health and performance in physical activity.	<b>IS.4G</b> explain the effects of substance abuse on personal health and performance in physical activity such as side effects of steroid use.	<b>TS.5C</b> explain the effects of substance abuse on personal health and performance in physical activity.

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Texas Physical Education TEKS Framework: Health Related Skills - Kindergarten - Team Sports

Strand	Topic	Theme	Row #	Kindergarten	Grade 1	Grade 2	Grade 3	Grade 4	Grade 5	Grade 6
				The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:	The student is expected to:
<b>B. Health Related</b>	VII. Risk Behaviors	<b>a. Substance Abuse</b>	37.1	<i>understand the negative effects of alcohol and drugs.</i>	<i>understand the negative effects of alcohol and drugs.</i>	<i>name the negative effects of alcohol and drugs.</i>	<i>name the negative effects of alcohol and drugs on the individual and families.</i>	<i>discuss Dare to Drugs and alcohol consumption and the lack of control of mental awareness and coordination/balance such as slower reaction time.</i>	<i>discuss Dare to Drugs and alcohol consumption and the lack of control of mental awareness and coordination/balance such as slower reaction time.</i>	<i>identify how substance abuse affects physical performance such as balance, coordination, heart rate, fatigue, dehydration and stress.</i>
<b>B. Health Related</b>	VIII. Health and Skill-Related Fitness Technology	<b>a. Technology</b>	38	<b>K.L036</b> develop an awareness of technology tools to measure fitness.	<b>1.L034</b> identify technology tools to measure fitness.	<b>2.L026</b> describe different ways to measure cardiovascular fitness.	<b>3.L032</b> describe different ways to measure cardiovascular fitness including heart rate.	<b>4.4C</b> identify methods for measuring cardio-vascular endurance, muscular strength and endurance, and flexibility.	<b>5.L027</b> identify methods for measuring cardio-vascular endurance, muscular strength and endurance, and flexibility.	<b>6.3D</b> 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.
<b>B. Health Related</b>	VIII. Health and Skill-Related Fitness Technology	<b>a. Technology</b>	38.1	<i>recognize technology tools used to measure fitness.</i>	<i>name and discuss technology tools to measure fitness.</i>	<i>explain different ways to measure cardiovascular fitness such as taking pulse on carotid artery or wrist, using a pulse bar and/or heart rate monitors.</i>	<i>explain different ways to measure cardiovascular fitness such as taking pulse on carotid artery or wrist, using a pulse bar and/or heart rate monitors.</i>	<i>describe methods for measuring cardio-vascular endurance, muscular strength and endurance, and flexibility such as target heart rate zones and Fitnessgram healthy fitness zones.</i>	<i>list and implement technology tools used to measure fitness, such as pulse bars and heart rate monitors.</i>	<i>describe and implement technological tools used for measuring and monitoring fitness parameters such as computer programs, heart rate monitors, skin-fold calipers, pulse bars, and impedance testing equipment.</i>

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Strand	Topic	Theme	Row #	Grade 7	Grade 8	Grade 9-Found. Of Pers. Fit.(FPF)	HS-Adventure/Outdoor Ed. (AOE)	HS-Aerobic Activities (AA)	HS-Individual Sports (IS)	HS-Team Sports (TS)
				<b>The student is expected to:</b>						
<b>B. Health Related</b>	VII. Risk Behaviors	<b>a. Substance Abuse</b>	37.1	<i>identify how substance abuse affects physical performance such as balance, coordination, heart rate, fatigue, dehydration and stress.</i>	<i>identify how substance abuse affects physical performance such as balance, coordination, heart rate, fatigue, dehydration and stress.</i>	<i>describe and explain how substance abuse affects physical performance such as balance, coordination, heart rate, fatigue, dehydration and stress.</i>	<i>describe and explain how substance abuse affects physical performance such as balance, coordination, heart rate, fatigue, dehydration and stress.</i>	<i>describe and explain how substance abuse affects physical performance such as balance, coordination, heart rate, fatigue, dehydration and stress.</i>	<i>describe and explain how substance abuse affects physical performance such as balance, coordination, heart rate, fatigue, dehydration and stress.</i>	<i>describe and explain how substance abuse affects physical performance such as balance, coordination, heart rate, fatigue, dehydration and stress.</i>
<b>B. Health Related</b>	VIII. Health & Skill Related Fitness Technology	<b>a. Technology</b>	38	<b>7.3E select and use appropriate technology tools to evaluate, monitor, and improve physical development.</b>	<b>8.3I select and use appropriate technology tools to evaluate, monitor, and improve physical development.</b>	<b>FPF.L027 select and use appropriate technology tools to evaluate, monitor, and improve physical development.</b>	<b>AOE.3F select and use appropriate technology tools to evaluate, monitor, and improve physical development.</b>	<b>AA.3G select and use appropriate technology tools to evaluate, monitor, and improve physical development.</b>	<b>IS.L012 select and use appropriate technology tools to evaluate, monitor, and improve physical development.</b>	<b>TS.L009 select and use appropriate technology tools to evaluate, monitor, and improve physical development.</b>
<b>B. Health Related</b>	VIII. Health & Skill Related Fitness Technology	<b>a. Technology</b>	38.1	<i>describe and implement technology tools to evaluate, monitor, and improve physical development such as heart rate monitors, body fat analyzers and pedometers.</i>	<i>describe and implement technology tools to evaluate, monitor, and improve physical development such as heart rate monitors, body fat analyzers and pedometers.</i>	<i>describe and implement technology tools to evaluate, monitor, and improve physical development such as heart rate monitors, body fat analyzers and pedometers.</i>	<i>describe and implement technology tools to evaluate, monitor, and improve physical development such as heart rate monitors, body fat analyzers and pedometers.</i>	<i>describe and implement technology tools to evaluate, monitor, and improve physical development such as heart rate monitors, body fat analyzers and pedometers.</i>	<i>describe and implement technology tools to evaluate, monitor, and improve physical development such as heart rate monitors, body fat analyzers and pedometers.</i>	<i>describe and implement technology tools to evaluate, monitor, and improve physical development such as heart rate monitors, body fat analyzers and pedometers.</i>